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THE AMERICAN

School Board Journal

A Periodical of School Administration

APR 2 1941



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APRIL, 1941

In This Issue:

WANTED: SCHOOL DIRECTORS WHO DIRECT

—Theodore L. Reller





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ENTER AND EXIT— SCHOOL-BOARD MEMBER

The citizen who has served one or more terms as a member reaches a time when he retires from the public service. His retirement may be enforced, or it may be voluntary. He has either been defeated for re-election, or he refuses to serve another term.

His exit may involve regrets. He may go in a resentful mood, or on the other hand, accept gracefully the defeat he has suffered. In either case, he may do the courteous thing by offering counsel to his successor, if the latter is inclined to accept the same. He ought to manifest a touch of sportsmanship.

The new member on the scene is usually in an expectant attitude as to his duties and the experiences which are before him. If he is observant and circumspect he will soon realize that he must familiarize himself with the school system past, present, and prospective. He will soon learn something of the general administrative setup of the schools, distinguish between the business and professional labors, the scope and function of the several factors, and the relations that govern. Only by having a proper understanding of his own job can he render the most efficient service.

The retiring member may look back upon his own record with some degree of satisfaction. In fact, the one great compensation which comes to him must be found in the consciousness that he made a contribution to his time and generation. That contribution has gone to the training for that citizenship which sustains the nation.

And here it seems that no citizen can render a public duty more vital to the community than service as a member of the board of education. The community being an integral part of the nation it follows, too, that the service rendered to a locality means a contribution to the welfare and stability of the country as a whole.

William George Bruce, Editor

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WISE CHOICE

Indoctrination and Propaganda in American Schools T. H. Schutte¹

Shall the teacher teach the learner only how to think or also what to think? This problem has been a storm center in American education for some time, with all-or-none theories on each side. Some wax eloquent in condemning the idea that a teacher should teach what to think, while others are equally vociferous in demanding that emphasis should be put on teaching ideals as well as on teaching how to think. There are devotees in both camps who are educationists and educators of prominence and are in responsible positions.

It seems that a middle-of-the-road policy is the only sane view to take in this matter and the all-or-none theorists do not and cannot avoid taking this position in actual practice. It becomes then, essentially a problem as to how far one may sanely and desirably steer to the right or the left in actual performance. The discussion of this problem nearly invariably introduces the terms indoctrination and propaganda and these are presumably anathema. These terms are used as if they certainly embodied a subversive or sinister implication. But, when we resort to the dictionary, we find that to indoctrinate means to instruct in learning, to instruct in or imbue with a principle, to teach; and propaganda refers to the scheme or plan for propagating a doctrine or system. Doubtless, usage has gathered somewhat of the odious, the sinister, and the subversive about these terms, though in reality these are good terms, and when intelligently interpreted do not merit condemnation.

Let us analyze for a moment as to where we might arrive, educationally, if we subscribed to an all-or-none theory in regard to teaching what to think or teaching how to think. Analysis will reveal that we are immediately confronted with an impossibility, hence a lot of the pro and con discussions are beclouded verbalizations which add confusion in education.

Should the Teacher Teach What to Think?

But let us begin by trying to see what is in store for us if we seek to train pupils to think wholly without teaching what to think. To live up to this idea scrupulously means that we must teach no ideals. Such ideals as fair wages, fair prices, freedom of speech and of the press, democracy, all ideals furthering humanitarian procedures, all ideals of personal and social morals, ideals of patriotism, international relations, ideals of beauty, cleanliness, honesty, chastity, etc., etc., can find no place in such a scheme of education, no matter how ardently society believes in them. Should one say that there are established facts in these respects and if one

is permitted to teach these he would immediately advocate teaching what to think. For instance, to the writer it is a fact or truth that a democratic government is more desirable than a totalitarian government. But, should he seek to teach this so that pupils, too, would subscribe to this idea, he would be teaching what to think. Under this concept of "teaching only how to think but not what to think" he would only lead the pupil into a study of forms of society and government, and hope that they would arrive at the conclusion that democracy is more desirable than totalitarianism. But all along the line, we would be "skating on thin ice" for we should find it impossible to find, at all times, the true line of demarcation between facts and ideals. Some of our present-day dictators have said that the people under their dominance are the truly free people. We could not dare to dispute such statements for then we would teach what to think which, under this concept of education, is anathema. Hence we should merely have to lead the pupils to more facts, many of which would again savor of ideals. It seems that we would simply enter on an endless process of going nowhere. The child would probably be dead long before he arrived at many worth-while conclusions for the teacher would have to conceal carefully all his ideals for fear he might pollute the precious mind of the child with what to think. *Mirabile dictu* and "what fools we mortals be!"

Let us try again to see whether or not we can extricate ourselves from this educational madhouse. Now suppose that we assume it is a teacher's prerogative to teach what to think as well as how to think. Then we find a teacher who champions the ideals of democratic society, of fair wages, of equitable international relations in so far as such are generally accepted. If he taught them and imbued his pupils with them he would have smooth sailing. But suppose then we found that that teacher championed such ideals as companionate marriage, free love, and the communistic concept of democracy, etc. Would we continue to permit the teacher to teach what to think? We should hear a wild outcry from even most of the champions of the ideal of complete teacher freedom of teaching truth as he sees it.

Now where are we? Shall we permit the teacher to teach what to think only so long as such ideals are good and wholesome, as some enthusiasts advocate? That will get us nowhere since sincere and honest people differ radically on many mooted questions.

Indeed, it appears that the discussions which center around the theme whether the school should teach only how to think, or also what to think, are about as intelligent as is the question as to whether food or

drink is of the greatest importance to the individual. What then is the way out of the confusion? We cannot sanction leaving the teacher bogged down in confusion because theorists are embattled, seeking thereby to gain prominence and to air their muddled and shallow thinking.

Teaching How to Think

It seems that the way out again is the middle-of-the-road policy and frankly admit that it is desirable to teach the pupil how to think wherever possible and feasible and that it is desirable and necessary to teach him what to think in many, indeed, in most instances. We must, however, be cognizant of the fact that teaching what to think involves dangers and pitfalls. We must realize that society will sit in judgment on the ideals taught, and sometimes condemn the teaching of good ideals and truths, to its own detriment. The teacher is safe so long as he teaches ideals, to which there is no antagonism, though such ideals are largely valueless. The danger arises when he teaches ideals to which the "powers that be" are opposed. Does this condition then put us, educationally, in a pitiful and helpless plight? Can we, then, teach only a type of prattle which is of no vital importance, so far as ideals are concerned? Must we simply be "yes men" and shout amen to what the leaders in the community demand? The history of the race does not reveal such necessity despite the fact that there have been many martyrs. Let us remember that though martyrs have died heroically, many of them probably died as foolishly as some of our educationalists talk. Many of these martyrs would have served humanity and their ideals far more effectively if they had lived for their ideals rather than to have died for them.

In discussing this problem it might be well to remind ourselves that common sense as well as good psychology would doubtless subscribe to the idea that in promoting the right it is well to go only so far as one can without jeopardizing the good he can do. In brief, if one has a valuable truth to teach which is not acceptable to his constituency it is well to prepare carefully both the educand and the constituency to be ready to receive that truth. Some educators give evidence of consummate bigotry and egotism in expecting others to regard them so wise and so important as to accept without challenge all that they may advocate. At times it is well to withhold a part or all of the truth until the learner and the constituency can be prepared. What boots it, if one only succeeds in raising trouble and dissension, and thus kills his opportunity for doing good? Educators must exercise common sense in exercising teaching freedom.

Academic Freedom

The discussion of this problem cannot evade reference to academic freedom. So we may raise the question as to whether

(Concluded on page 83)

¹Director of Professional Training, New Mexico State Teachers College, Silver City, N. Mex.

Wanted: School Directors Who Direct

Theodore L. Reller¹

The school committee, school board, board of education, or board of school directors has had a large responsibility in the development and carrying on of the public education enterprise in the United States. Many of the finest citizens of the nation have served on these boards and many continue to do so. There have been occasional suggestions that boards of education might be dispensed with when and if the city or county management becomes more generally the system of administering our local areas and if such management proves to be highly efficient. However, the public has given little thought to such a development. The people have known, and continue to know, the board of education as the responsible local authority for the educational service. They have, in fact, seen a constant increase of the responsibilities of the board of education as the educational services have expanded even though there has been a growth of state responsibility and control in certain matters.

When the school committee was created, its duties were few and rather simple. The committee members were expected to visit the school and report back to the town meeting with recommendations. Later the school committee came to be responsible to the city or town council or directly to the people of the community. With these developments, the committee or board came to have increasing powers. These powers expanded because the committee was invested with a larger direct responsibility and because the nature of the American community and school was changing. Through the years the school developed from an institution serving only those interested in acquiring fundamental skills and knowledges and training for leadership, into an institution providing a great variety of opportunities for people of widely differing abilities. Furthermore, it came to encompass a relatively long period of years for all.

The typical board of education through the first quarter of the 19th century found it possible to discharge its obligations directly in a rather satisfactory manner. This was partly the result of the simple educational offering, the small numbers being educated, and the fact that the board members were often members of a social economic group whose members did not need to compete for a livelihood and consequently could give many hours a week to the educational services. The second and third quarters of the nineteenth century witnessed the struggle and failure of the board members to continue the old system. Conditions were driving the boards inevitably and relentlessly toward a new con-

cept of their duties. They debated whether they could legally, or should if they could, employ an individual or individuals to directly administer the schools for them or certain phases of the work connected with the schools. They had been direct administrators and, while overburdened, had enjoyed the position. In a very real sense in various school districts of the nation, the struggle to determine the respective sphere of responsibility of the lay board and the professional administrator still goes on. It can be expected to continue for surely the division of responsibility is and should be somewhat related to the personalities involved, and to the public understanding of the respective responsibilities. These conditions make it difficult to suggest what the board member should regard as his proper area of service. However, aware of the limitations of the procedure, an attempt is here made to divide board members into broad categories and to suggest procedures which, if followed, give promise of a better development of the educational service.

Types of Board Members

The first and most common type of board member is the administering type. He is found especially in smaller communities. He has the backing of a considerable section of the members of his community when he administers or interferes with administration. In fact, many citizens who do not think of having lay citizens participate directly in the administration of the postal service or fire department, approve of direct administration of schools by lay board members. These people frequently attack the administrator who pushes ahead in any measure, as a dictator. They may even resent his efforts to secure for them a school whose touchstone is the enriching of child life. This board member frequently regards the chief executive officer, if one is employed, as a chief clerk for the school district. Unfortunately in many of these small communities the salary paid the local administrator is exceedingly small and in some instances no more service is given than is paid for. This board member has a historical background dating from the days before the schools became complex institutions and before the existence of professional educational workers. This board member frequently acts as an individual although legally he is not empowered to do so. He may direct the janitors and teachers. He examines textbooks, and with little or no understanding of the aims and procedures of the educational process, he boldly advocates the elimination of certain books. He interviews applicants for teaching positions but does not urge the adoption by the board of sound policies pertaining to

the employment of teachers. If policies have been established or exist in unwritten form in regard to any of these matters, they have been given little thought and probably reflect pressure groups and prejudices rather than any real desire to improve or hold the educational service at a high level. Schools under this type of board member carry on with little effort toward improvement. Policies are ill thought out, if at all, and resulting action corresponds to this level of policy development.

Activity of Nonleaders and True Leaders

A second type of board member is the one who has little time to give to the educational service or who for other reasons, finds it satisfying to follow, without thinking through the fundamental issues. This board member may blindly follow either another more dominant board member or the chief educational officer. He has no clear concept of the purposes or aims of the educational process and fails largely to see or comprehend issues or policies. Such understanding of the educational system as he has is confined to administrative details. He probably has a very inadequate concept of what constitutes a policy as differentiated from a specific action. Because of his lack of knowledge and understanding of the service and his failure to really participate in policy determination, he is unable to present to the public any clear picture of the reasons for the various actions taken by the board. This type of board member is found not only on school boards. The directors of some of our large industries are of this stamp. Supreme Court Justice William O. Douglas, when chairman of the Securities and Exchange Commission, described the condition as follows:

"What we frequently have today is a large majority of directors who are dominated by a few management men or men representing special interests. These directors have abdicated. It is not enough to describe them as directors who do not direct. Too often they do not even influence. They have become little more than ratifiers. They ratify decisions which they have not reached, based on arguments and evidence which they cannot appraise. What was designed as a position of great responsibility is in danger of degenerating into a position of mere routine. The average modern director does not direct the course of the corporation to a much greater extent than a conductor directs the course of his trolley car. Both of them go along with the vehicle; and one of them is often present only for the sake of the ride."²

While this is a harsh statement it does

¹Assistant Professor of Education, University of Pennsylvania, Philadelphia.

²Douglas, William O., *Democracy and Finance*, Yale University Press, 1940, p. 49.

reflect the activity of this type of board member. He serves because of the honor attached to the service or because he hopes for patronage in some form. Such school directors are found in large cities as well as in small communities. How great their number — the writer would not hazard an opinion. Unfortunately some educational administrators have regarded this type of member with a certain amount of pleasure because he has not interfered. If possible, however, he is a more detrimental type than the meddlesome administrative type. Perhaps this type of member explains the apparent lack of interest in the improvement of the educational service on the part of laymen. The weight of the struggle to more truly equalize educational opportunity — for example within cities, states, and the nation — is regrettably borne almost exclusively by professional workers in the educational service. This may in part explain the relatively slow progress in the attainment of the ideal.

The third and last type of board member to be considered is that member who has a clear concept of the purposes of the educational enterprise and who participates in the determination of policies which it is hoped will lead toward the attainment of the purposes. He views his responsibility as that of directing in policy formation. By directing he means "to guide" "to point out the way" "to determine the direction or course of" "to order in the way to a certain end." When he thinks of personnel, for example, he does not think of interviewing applicants for positions as teachers or janitors. Rather, he thinks of policies such as expressed by the Pasadena Board of Education as follows:

1. To employ, both in the certificated and noncertificated fields, persons of the highest obtainable ability, capacity, training, experience, and reliability.

2. To select these employees in a thoroughly professional, or merit, basis, in line with recognized principles for such selection, free from all personal, religious, political, and factional influences and pressures.

3. To establish and to maintain conditions of administration under which this personnel may operate upon a high professional basis, free from limitations, restrictions, and pressures likely in any way to impair its service to the children.

4. To attract and to hold the services of persons of high qualifications by a salary schedule which takes into account the minimums dictated by the cost of living, and the increments and maximums necessary for staff stability and professional growth.

5. To foster a democratic attack upon all problems of public education by encouraging initiative and cooperative effort within the staff, and by welcoming into the service of children all individuals, organizations, and agencies of the community disposed to such service.⁸

This type of director will visit the school but not with the purpose of administering details. Rather to get an understanding of the school in order to be more able to intelligently participate in policy formation and in the making of decisions. This director knows what is going on, he has opinions and judgment, he works hard

at the job of being a school-board member and he has a pronounced sense of responsibility to children, to the state, to the community and to the personnel found in the schools. He understands the large responsibility he has in policy formulation and in the selection, evaluation of the work of, and retention of an outstanding chief executive officer.

What Policies Can Laymen Decide?

It is important that there be recognition of the types of things about which the intelligent laymen can make decisions. Surely he cannot hope to become competent in selecting materials, such as textbooks, choosing teachers, or determining the content of the course of study in the third grade. Just as surely he can competently make a decision, if the facts are presented to him, concerning the policy which the school follows in regard to matters such as malnourishment of children, physical defects, making provision for out-of-school youth, selecting teachers. In these decisions he can be guided by ideals of education in a democracy such as equalizing educational opportunity, contributing to social mobility, the dependence of the democratic state upon education, the need of a democratic philosophy throughout the school, and the method of free inquiry based on a faith in informed intelligence.⁴ These and other ideals can serve as the basic framework of his philosophy necessary to competently select a superintendent of schools and to determine whether the existing administration is rendering unacceptable, acceptable, or superior service.

With this concept of the individual director of a board of education, it is well to consider steps which might be taken to secure such directors more generally. The following are offered as suggestions which would help in securing "directors who will direct."

Four Means of Aiding Directors to Direct

1. There must be a development of public understanding: (a) in regard to the basic purposes of the educational service which need to be controlling throughout the system in regard to all matters; (b) in regard to the proper duties of members of the board of education; (c) in regard to the duties and responsibilities of the professional administrator.

So long as the people elect board members and expect favors for themselves or friends, the directors will have great difficulty serving efficiently or will be unable to do so. Only when the majority of the people clearly conceive of the purposes of the school and understand how those purposes can be most effectively attained, will proper board members be elected and be able to discharge their duties in the interest of children.

2. There must be larger local units of administration. Many present units are so

small that competent laymen to serve on the board are not available. These units are also unable to employ professionally trained administrators to discharge the executive functions and to offer leadership. Consequently these units tend to insure the perpetuation of the type of board member who either directly administers or interferes in administration.

3. More attention must be given to the development of effective school directors. The layman is unprepared to serve on the level here recommended immediately upon election. Time is essential to develop the essential knowledges and understandings. This problem is one which might well be given attention by the state and county school boards' associations. Through their programs much could be done. Even more perhaps, it is a problem which every administrative officer must consciously prepare himself to meet. Then for each member of the board he should outline what almost amounts to a training program. This would involve school visitation, reading, study of reports, and conferences. The reports of the superintendent to the board in regard to various aspects of the service can make a large contribution. If they are to do so they need, in many instances, to pertain to a single issue such as health, extracurricular activities, the budget, the purchase of supplies, the selection of teachers, and they need to be written with great care and to be well presented. The superintendent must prepare these materials in such style and form as will be interesting and easily understood by the laymen. How can he hope that his board members will take desirable positions and present them to the public or even defend them, if they lack a thorough understanding of the situation under consideration? This does not mean that the board members will become trained technically as professional educators, but it does mean that they will be able to discuss intelligently the policies which are controlling in the school.

4. There must be more able administrators and more effective administration. Many of the undesirable practices of directors reveal an absence of devotion to child interests or at least a failure to fight for them on the part of the administrators. The administration, in many instances, has failed to lead boards toward the establishment of sound policies. Rather than struggle for the fuller realization of the ideals of education, some administrators apparently choose whatever appears to be the easy way to carry on the schools. Administrators also have failed in many instances to recognize the need of establishing guiding policies. They continue to meet each problem as it arises — at which time frequently it is exceedingly difficult to fight for the establishment and utilization of a policy. If the policy had been established, however, the issue would in many cases not arise and if it did, the likelihood of successfully meeting it is much increased.

⁸Pasadena Board of Education, *Policies of Control, Administration, and Management*, 1940.

⁴Edwards, Newton, *The Ideals of Education in a Democracy*. Paper presented at Bicentennial Celebration of the University of Pennsylvania, September, 1940.

Directors of Education in English cities and counties have had an interesting practice which has contributed remarkably to the development of professional administration of the schools in England. It develops from an understanding of the fact that the administrator serves in two major capacities. He is the administrator of the school system and he is also the leader. Now, if the board votes to employ the friends of the local politicians as teachers, it is the administrator's duty, as an administrator, to carry on the school system that way. However, it is the administrator's duty as an educational leader of a community, to call attention sharply to the need of establishing a policy based upon the need of contributing to the full to the growth of the children. With this in mind, the Directors of Education of English local education authorities request that their disapproval be written into the minutes whenever the board acts contrary to the advice of the chief executive officer. It has been the experience of the English Directors of Education that very few board members, in many matters, care to act contrary to the publicly recorded advice of the chief executive school officer. If board members do act in this manner, certainly they are not likely to do so without giving serious thought to the policy under consideration. If action is taken contrary to the advice of the leader, at least he has taken advantage of the opportunity which was afforded to improve practice and can now turn to his administrative work with his record clear. The matter of policy will probably come up again and eventually the administrator, if sound, effects the improvement of the practice through securing the adoption of a defensible policy.

An Example of Unsound Policy

The extent to which sound policies have not been developed is illustrated in the practice of transferring teachers in one city. In this city, if a vacancy occurs in one of the better suburban areas, it is almost inevitably filled by an old and experienced teacher transferred from another school. The transfers are made to meet the wishes of the individual teachers, and the good position goes to the teacher properly certified who requests the position and has the longest record of service in the city. Little or no thought or attention is given to the needs of the children. The result is that some schools in the city have teachers nearly all of whom are near retirement while others are composed 50 per cent of teachers getting their first year of experience. Those schools with the preponderance of beginning teachers need a quality of teaching as high as the schools in better economic and social settings. In fact even the better social and economic sections of the city, having all old teachers, probably have considerably poorer schools than they would have if the faculties were composed of a more balanced age group. However, the policy meets the individual tastes of many teachers and the adminis-

tration and board of education either lack a sound philosophy or devotion to children's needs or neglect to employ it because it is easier to "get by" even though the ideals of the enterprise are less well attained. This is typical of some areas of work in many school systems and suggests the magnitude of the work of the school-board member who is competent and interested in contributing significantly to the improvement of the educational services.

"Directors who direct will be selected and developed only where there are more adequately trained administrators, selected for leadership abilities, less subject to dismissal for unsound reasons, backed by a well-informed public devoted to the attainment of the best education for all the children. Then education will rest on a much surer footing than it does today in many an American community and will contribute to individual and societal development more nearly in accord with its potentialities. Board of education members who

direct the enterprise through determining policies have a major responsibility and cannot discharge it creditably without a great amount of hard work. The type of work the board member must engage in today is different from that engaged in properly a century ago. It is, however, no less difficult nor significant. Outstanding and able citizens are needed to work on boards of education. Others should not be entrusted with this opportunity and weighty responsibility. The fact that the board meets only two hours per month and that the members have been relieved of responsibility for direct administration are not indexes of the labors involved. Only the unthinking can believe that an administrator with large powers means a board of education without significant responsibilities. "Wanted" in many communities are "school directors who direct" through formulating or insisting upon the formulation of sound policies and who are vitally concerned with insuring that practice is in accord with said policies.

AMERICANISM AT THE TIP-OFF

The Flag Ceremony at Enderlin, North Dakota, High School

Margaret Norheim

A confusion of sounds reverberates through the gymnasium. The persistent, indistinct hum of a gay, voluble crowd hangs over the scene like an impenetrable web. Enthusiasm, kindled in a mild form by the preliminary game, is mounting to fever pitch as the time for the main game draws near. From one corner rolls out the music of the high school band, sturdy, martial rhythms giving place now and then to swing favorites as the clear call of the trumpets is answered by the mellower clarinets and saxophones. From the bleachers on the far side ring out the lusty, full-throated yells of the cheering section.

A polite patter of applause welcomes the visiting team. The coach and substitutes are being seated. Immediately afterward a great roar goes up, heralding the appearance of the home team, and then it dies down. A murmurous hum rises as the spectators watch the players take long shots, and the tension becomes almost electric.

Suddenly into the pattern of sound enters a new note, stilling the babble of voices, unifying the thought and action of every individual in the gymnasium. The Star Spangled Banner.

Oh, say, can you see, by the dawn's early light . . .

In one surging movement the crowd is on its feet, and the referee stands erectly in the middle of the floor, five players lined on each side, as the stage curtains slowly part to display the proud emblem of a free people — the American Flag.

O'er the ramparts we watched were so gallantly streaming.

Gallantly! Those boys on the floor are so

straight and young with their heads held so high. I wonder if Mrs. C. G. Bangert, Enderlin school-board member, had visualized this scene when she conceived the idea of the flag display before each basketball game as part of the school's Americanism program.

And the rockets red glare — the bombs bursting in air. . .

How many boys like these are finding expression for the inherent urge to combat? How many of them must find it, not in athletics, but through the manipulation of machine guns and bomb sights, where there is no victory but virtual destruction for all participants? I think of boys not much older than these — Joachim, who left his geology in Berlin to learn the art of extermination with Goering's Luftwaffe; Bill, who left his telecommunications in Canterbury to learn how to exterminate Joachim; Constantine, who discovered that the boundaries of international law are purely local when Greece needs men to bear arms. I see their families, spectators at these contests, despairing in the knowledge that there is no referee to call the fouls.

*O say does that star-spangled banner yet wave,
O'er the land of the free, and the home of the brave?*

Silence falls momentarily, to be pierced a moment later by the shrill blast of the referee's whistle. The tip-off!

The game is on! I notice that the eyes of the women next to me follow the plays, but interest in the game has not yet erased that look of intent thoughtfulness on her face. And just down the row I see the wide, wondering eyes of a child still fixed on the flag.

School With a Lantern in Its Hand

J. O. Mahoney¹

If Dallas has a heart—and all of us who are not too prosaic or too materialistic to be impressed with anything more exhilarating than gossip, perpetual bridge, pinochle, or keno believe she has—it is not to be found only in her churches, in her high and technical schools, or in her towering buildings that almost pierce the sky. But it is to be found especially in an old weather-worn brick building where, on three nights a week, the activities of the Bryan Street Evening School are carried on. Here, indeed, one finds the real heart of this thriving city; it is a heart, not too old to catch the tempo of perplexed and wayward youth, nor too young to sense the foibles of petulant and pottering age.

For it is around this old building that one finds real human interests gathered in largest amount and with the most vital sympathy. Constantly all day long, from nine o'clock in the morning until nine at night, men and women swarm around the grounds, go in and out at the sound of bells, and move back and forth from one room to another in a purposeful activity—a sort of activity that never fails to arrest the attention of even the most casual observer.

It is about this wonderful school, housed in this old building whose very walls are resonant with the hushed voices of generations of school children who in the vanished years have passed through its halls, that I want to tell you. But to do this I shall have to recount something of the history and the progress of the local evening schools.

The first night school in Dallas came into being in 1903 with an enrollment of 75 illiterates studying the most elementary subjects. The school was housed in the neighborhood of the cotton-mill district.

¹Director of Evening Schools, Dallas, Tex.



Radio script writing and broadcasting attracts a lively group, most of whom are interested to appear on local stations in connection with dramatic and civic enterprises.

and at first attracted little attention. But people in the neighborhood who wished to learn, and who during the day were forced to work for a living, were pleased and enthusiastic in their praise of the opportunities offered them by their little school which grew so rapidly that new quarters had soon to be found for it.

That was the beginning of the institution known as the Bryan Street Evening School that now finds its home, at night, in the Technical High School building—a school that for almost 50 years has been going quietly and seriously about its business of giving educational opportunities to those who are intelligent enough and sufficiently

interested to take advantage of them. From that small beginning of less than 75 pupils and two teachers the school has grown to its present enrollment of more than 3000 students with 85 instructors offering instruction in 75 worth-while subjects. During the last ten years 39,338 have registered and attended classes in this building. Of these men and women, 5999 were enrolled in the various art classes.

One interesting thing about this school, aside from the diversity of subjects taught and the varied classes of people who attend, is the amazing range in the ages of its pupils—the range is from 12 years well along toward the century mark. Last year's



Democratic life requires increasing use of the speech arts and the night school offers three classes which are always filled to capacity.



The classes in dictio arise the greatest interest because the work is immediately useable in business and social life.

enrollment boasted of one pupil of 10 and one of 66. The average hovers around 26 years. One fourth of those attending are between the ages of 12 and 20 years and are therefore well within the age limit of the public day schools. These people, both young and old, come to school on their own volition and on their own initiative. They are not sent. Many of them are young people who, under the urgent necessity of making a living, found the red tape and lock-step methods of the day schools intolerable and who are now for the first time experiencing the joy of being instructed by teachers who are probably short on pedagogy but are long, very long on knowledge and instinctive sympathy; and who at least are conversant with some of the simpler ways of life.

The Bryan Street Evening School, the main branch of the Dallas evening school system, has never been christened with any high-sounding name. It is neither a technical, a vocational, nor a trade school; it is just an old-fashioned school, in an old-fashioned building, where old and familiar subjects are called by old and familiar names; there is no football team, no band, no loud-speaker, no attempt to foster social activities; and there are no problems of discipline. In its activities, the school has always played a muted flute in preference to sounding a big trombone.

But this school has never been an eddy or a backwater where nothing but the lotus flower grows. Long before technical schools and vocational schools were considered seriously in this section of the country, the Dallas night schools taught such subjects as electric welding, sheet-metal work, pattern drafting, wood carving, commercial art, ceramics, architectural drafting, courses for house painters and paperhangars, custom tailoring for men and women, upholstering, classes for maids and

housekeepers, classes for waiters and waitresses, blueprint reading, steel-square mathematics, machine bookkeeping, and calculating-machine operation. Surely the Bryan Street Evening School has always had a lantern in its hand!

More than 18 years ago, subjects that are now so popular under the euphonious name of "distributive education" were

taught; the first radio class in Texas, probably the first in the United States, was organized in 1928 under the sponsorship of KRLD, a local radio station. A Spanish lesson was broadcast once a week that brought letters of appreciation and messages of good will from many of the South American countries, and from ships at sea.



Ladies' tailoring has long been a popular subject of study in the night school. The courses offered are carried on by skilled dressmakers.

There is no red tape. Anyone is allowed to enter who feels able to do the work in which he is interested; he is not "guided" or cajoled into entering on some other course. He is encouraged to do only what he feels an urge to do. Examinations giving college-entrance credits are provided for those who request them. This is probably the only school in the country where the burden of asking for an examination is on the pupil. In addition to the local examinations, the regular college-entrance examinations, given annually by the state department of education, are held the first week in May. Many students take advantage of these examinations to make credits that count toward high school diplomas.

The Bryan Street Evening School has become the acknowledged art center of the Southwest, with outstanding artists teaching architectural drawing, commercial art, life drawing, sketching, portrait painting, still life, etching, wood carving, pottery, sculpturing, and interior decoration. The spring exhibits from these classes are well attended by art lovers in Dallas and the surrounding country, and the annual exhibit at the Texas State Fair is always considered the most attractive display of the educational exhibits.

But, after all is said, the distinguishing features of the Dallas evening schools are their long-time leadership in adult education, the opportunities they offer men and women to prepare for better living in this bewildered world, and the courage with which it inspires them to face the future.

Adult education, as it is planned and promoted in the public schools of Dallas,

is built around a philosophy as sound as it is simple and elemental; it may be summarized in the phrase: "Man does not live by bread alone." This means, of course, that work is not the whole of life, nor is it an end in itself. Work and creative energy applied to work are a large part of life, but a full life contains many other things — to name a few: the leisure we enjoy, the music we play, the words we write, the loves we have, and the hobbies we pursue. It means also that a worth-while preparation for life cannot be built exclusively around vocational subjects or around studies the content of which elicits only differences of opinion.

The time-worn judgment that a tree shall be judged by its fruit is as applicable to a school as it is to any other form of human endeavor. Judged by this criterion, the Dallas evening schools stand unashamed. The increasing enrollment and attendance from year to year, is convincing proof that they are meeting vital social and economic needs in Dallas. Illiterates, high school and university graduates, and others who have never before seen the inside of a schoolroom are to be found in the classes.

The relative importance of their activities as a part of the Dallas school system may be approximated by comparing their enrollment with the total school enrollment. During the year 1939-40, they cared for a student body equal to 6 per cent of the total school enrollment; 25 per cent of the combined enrollment of the six senior high schools, and more than three times the enrollment of all the junior high schools combined.

chanical aptitude, attitudes, and personality. Many exponents of the scientific movement in education speculated that an individual's results on a standardized test could be matched with the many unique occupations and *ipso facto* that individual's journey through life could be determined. Their enthusiasm had blinded their better judgment. They made mistakes that even a casual but intelligent observer would detect with amusement.

Intelligence tests and aptitude tests have a purpose in confirming or denying previously obtained inferences or conclusions. However, such tests are not reliable to serve as a principal basis for counseling. The harm that can be done by such counsel has already been observed. It is a matter of record that some have abandoned promising careers at which they had already achieved a good measure of success, in order to follow up some pursuit that was much more difficult and more likely to result in failure, because an aptitude test had indicated that the student's life-work ought to be in another field. One outstanding illustration of such a blunder was the case of a young radio operator flying in a transport plane with fame and success, who abandoned his work to take a WPA creative writing job because an English aptitude test had convinced him that such was the field of his talents.

Similarities in Occupations

It was mentioned before that the agencies of research in vocational guidance have catalogued a vast number of occupations and demonstrated the uniqueness of each. This has been accomplished with such enthusiasm that it has overshadowed the vast number of ways in which the occupations are alike.

Recent diagnosis of the causes of failure among the workers in the various occupations has revealed the simple fact that more people do not succeed, not because they are unable to meet the unique demands of this or that occupation, but because they have not acquired the ability to satisfy those universal demands that are common to all occupations.

The most important of all abilities that the worker must possess is the ability to work for a boss. Secondly, he must get along with other men. The third requirement is that the worker must work with a purpose that goes beyond the mere earning of money. The fourth and final requirement is skill not alone in a special sense but in the sense of the universal, for even in the development of skills of many varying types the same common character traits serve as the foundation for achieving success.

In this discussion there has been presented a point of view which leads one to conclude that more people fail in their place in life because of their inability to sense the universal nature of all work and what it takes to fit into an organization than fail because they do not possess the specific skills that industry requires.

General Skills and Vocational Guidance

Joseph F. Bertram¹

In recent years there has been much praiseworthy work done by teachers and leaders of youth in the nature of guidance. Nor have these efforts been confined to any one group of individuals, either within or outside of the teaching profession. Industry under farsighted leadership has set up many and various schools of apprenticeship. The national government has helped millions of young people to develop pride in their earning power, confidence in their capabilities, and understanding and versatility in the art of helping themselves. In short, a review of the forces that operate in the interest of young people clearly indicates that society as a whole — the family, the community, the state and nation, the home, the school, the fraternal organizations, and the church — has become conscious of the difficulties that confront the youth of today.

The guidance movement has had its origin and has gained momentum during that period when the scientific movement in education was at its most popular stage.

That is the period when the behaviorists hoped to develop and to employ mechanical devices to measure and predict human behavior. Enthusiasts for such determinism apparently forgot that the behavior of a being that itself can create new entities is not predictable.

Common Sense in Guidance

The unpredictability of human behavior is the problem of those whose function it is to counsel young people. Overconfident exponents of the scientific method have undertaken exhaustive surveys of the 33,000 occupations in order to discover the uniqueness of each. Psychologists have made thoroughgoing studies of the vast number of ways in which individuals differ from each other. It was learned that individuals vary in mental and emotional traits in a vast number of possible combinations. The development and validation of the standardized examination provided a means for determining individual differences in respect to mental ability, educational accomplishment, me-

¹Superintendent of Schools, Algoma, Wis.

DEMOCRATIC PROCEDURES IN DEVELOPING A CODE OF RULES AND REGULATIONS

W. W. Carpenter, A. G. Capps, and L. G. Townsend*

"Although the board adopts its rules and regulations, it usually does not, and probably should not, formulate many of them. Rules affecting employees 'should grow out of the experience of the men and women performing the service,' subject to the approval of the board."¹

The unique function of determining the policy which serves as the framework within which the educational program operates in a given local school system is neglected by many boards of education. If a board of education determines a policy only when an emergency arises rather than to study the total situation in the light of the philosophical principles involved, it is overlooking the most effective as well as the unique means of control available in democratic school administration.

Plans and methods recorded as actions in the proceedings of the board are called "customary policies" by Moehlman² to distinguish them from the instrument resulting "where a board of education studies its entire problem and formulates a comprehensive written policy . . . or plan with which all suggestions, recommendations and procedures are judged impersonally."

Second, some schools of recognized standing have not adopted rules and regulations as the survey of the Pittsburgh, Pa., schools reveals when it says:³ "With the exception of the minute book, there is no statement of the rules of procedure adopted by the board, defining the duties and setting forth the relationships which exist."

Interpretation of Rules

It is interesting to note, however, that the Pittsburgh survey staff said:⁴ "It is sound policy to make available a complete and logically classified set of rules and regulations based on the actions of the board, to have these actions expressed in general terms, and to leave their interpretation to the professional staff of the schools. Certainly nothing can be more unwise than for a board of education to allow itself to be placed in a position where it must treat each issue arising in the school system or in the relation of the schools to the community as a matter for separate and special consideration."

Third, the development of an instrument of control in a democracy should follow democratic procedures by allowing maximum opportunity for members of the school staff to cooperate fully with the members of the board of control in the formulation of proposed policy. Of course,

it is recognized that the job of "adopting" is distinctly and only that of the board for the legal act of adoption by them makes them policies. This point of view is supported in a recent publication⁵ of the United States Office of Education where it says: "Boards of education and superintendents in any democratically administered school system seek the advice of teachers regarding matters of policy and regarding the execution of such matters."

Comprehensive Policies

Sears explains the movement toward developing comprehensive policy as follows: "The recent movement of teachers demanding rights to contribute to the formulation of school policies and to their administration is but a recognition of the principle that while one officer may be subordinate to another the subordinate has both the right and the obligation to see to it that his superior fully understands the problems and needs as he, the subordinate, sees them. . . . That is, good administration *requires* the superior to *listen to*, as well as to *give instructions to*, his subordinates; to seek information from them, as well as to *give information to them*."⁶ Sears justifies including all members of the school staff in the development of a set of rules and regulations, as follows: "In the first place, those who are running the schools know the system in detail and know the need for controls, and the effects of controls, from the standpoint of the persons and the services affected. This intimate knowledge is essential knowledge if the rules are to be useful. . . . The second advantage in having all participate in such a project lies in the fact that the rules when completed would be fully understood by those who are to work by them."⁷

Fourth, "It would be folly to assume that any school system will ever step suddenly from a traditional, Topsy-like plan of controls to a thoroughly modern system of regulations. Such a step would change the duties and the powers of workers, alter the routine of school business, and modify procedures in innumerable ways. . . . As a usual thing, more rapid progress is made when such a program of reorganization is carried out gradually. This suggests the importance of keeping school regulations up to date. It is a fact . . . that many boards are working with rules that have remained unchanged for more than a decade."⁸

It is quite clear, then, that the method of attacking the problem of developing a code in a particular situation will vary, and it will depend largely on the adequacy of the board's record system. In one situation it may mean merely revision of an already splendid system; in another it may mean the long tedious job of making the blueprint, building the foundation, determining the services to be rendered and then brick by brick to build an enduring edifice that will serve for years to come, with modification as the need arises, as the frame of government within which the school is operated.

Evolving a Code

In evolving a code for the first time, the board of education and the superintendent should secure the cooperation of every member of the staff from the lowest paid person to the highest. Each one should be made to feel that any suggestion that he makes is worthy of consideration. Every member of the employed personnel should be given an opportunity to participate in the preliminary discussions of the purposes of education in American democracy. The group can then be divided into committees. The task assigned to committees will vary. One committee may work out a proposed table of contents or a blueprint of the scope of the study. Another committee should search the state school law and state-department regulations for required and permissive acts. Some committees that have done so have been surprised to find that there were certain services required by state law that were not being offered locally through oversight. Other committees have been astonished that certain very desirable practices long wished for, were permissive and entirely within the judgment of the local board. One committee might well study the court interpretations and the opinions of the attorney general. These have been found to be particularly helpful in setting a pattern for better business procedure for the board and better record keeping for all officials. Legislation has not interested itself in certain details of procedure and often officials are in doubt as to a correct one to follow. For example, the matter of the necessity of voting in a board meeting is interpreted by a Missouri court as follows: "Since it is the duty of each member to vote, if any member remains silent and does not vote he is regarded as voting with the majority. (Interpreting Sec. 9329, p. 77, *Bonsack and Pearce v. School District of Marceline*, 49 S. W. (2d) 1085, 225 Mo. App. 1238)."⁹

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¹"The School Board in Action," *Research Bulletin* of the N.E.A., Vol. XI, No. 1 (January, 1933), p. 19.
²Moehlman, A. B., *School Administration*, 1940, p. 224.
³The Report of a Survey of the Public Schools of Pittsburgh, Pa., 1940, p. 284.
⁴*Ibid.*, p. 287.

⁵"Know Your Teacher," Leaflet No. 50, United States Department of the Interior, Office of Education, 1938, p. 4.

⁶Sears, J. B., *City School Administrative Controls*, McGraw-Hill Co., 1938, pp. 54-55.

⁷*Ibid.*, pp. 77-78.

⁸*Ibid.*, p. 72.

TABLE I. SUGGESTED DIVISION OF POWERS AND DUTIES OF THE SCHOOL BOARD, THE SUPERINTENDENT, THE PRINCIPAL, AND THE TEACHER
I. General Relationships

School Board	Superintendent	Principal	Teacher
Act as legislative body.	Act as the chief executive officer of the board and attend all board meetings.	Act as the chief school officer in charge of the school to which he is assigned.	Be the responsible agent for the direct instruction of children.
Appoint a competent superintendent of schools and invest in him all such powers as it may legally delegate to him.	Administer the school system in conformity with the approved policies of the board, the rules and regulations of the state department of education, and the state law.	Administer the school to which he is assigned in conformity with the approved policies of the board, the rules and regulations of the state department of education, and the state law.	Conduct assigned activities in conformity with the approved policies of the board, the rules and regulations of the state department of education, and the state law.
Designate the superintendent of schools as the professional adviser of the board and the faculty.	Have charge of the administration and supervision of the school system and be the professional leader of the board and faculty.	Have direct charge of the administration of the school to which he is assigned and be the professional leader of his own faculty.	Have direct charge of assigned activities under the leadership of the principal.
Consider and pass on policies presented by the superintendent. (While new policies will usually be presented by the superintendent, or by members of the staff through the superintendent, it is understood that policies may also originate with the board.)	Present to the board of education such information as is needed in the formation of school policies. Present proposed policies to the board for its deliberation.	Present to the superintendent such information concerning his school as is needed in determining school policies.	Present to the principal such information concerning the teacher's activities as is needed in determining school policies.

Another committee may read all the past minutes of the local board, searching for policies. Often this committee discovers cases of reversal of policy. Other committees may list the major problems of the school in the light of its stated purposes or philosophy as revealed by the intensive study of all committees at the beginning of the project.

Suggested Division of Powers

A problem-compiling committee may make a list of all the problems presented to them. These may well be grouped for convenience around major headings for ease of study. Another committee may make an analysis of the divisions of responsibility incident to each problem. "In general, the official to whom teachers should be directly responsible is the school principal, and the relationship should be one of mutual cooperation. Any plans that an individual teacher or a group of teachers may have looking toward the improvement of the schools should be discussed with the principal before being presented to the superintendent and the board of education, and any far-reaching plan that the principal has to propose to the superintendent should first be discussed with the teachers. This implies that schools will be staffed by principals and teachers who have a professional point of view."¹⁰ These analyses may be placed in a table similar to that above.¹¹

These relationships should be arrived at only after a careful study of the literature and after free discussion has brought reasonable agreement to the members of the committee. When such agreement is reached, the suggested division of the responsibilities may well be discussed at a joint meeting of a committee representing

the staff, the superintendent of schools, and the members of the board of education.

Writing the Code

After the basic relationships are agreed upon; and after the studies of the legislative enactments, court decisions and minutes have been made; then it is time to return to the blueprint or general outline or table of contents. This now serves as the general plan and guide to follow in putting the accepted relationships into the proper form as policies and arranged in acceptable order. A committee whose members are particularly skilled in the use of the English language may now phrase the separate provisions of the code for the consideration of the members of the board. A sample section of a code is shown below:¹²

ARTICLE XIII. Health and Safety

Section 1. Whereas, the state compels children to attend school, the board of education shall obligate itself to provide and maintain satisfactory standards in health protection and safety provisions.

Section 2. The administration shall co-ordinate

¹⁰*Ibid.*, p. 40.

CULTURE AND THE MAN

But speaking of culture, confuse it not with mere acumen of intellect or external finesse in matters of etiquette. Essentially, culture resides in the will. It is good will, it is love for the good things of life, it is good reading, good writing, good conversation, good living. It is not merely good taste nor contact with the best things in this life. These things all must spring from a sturdy mind and a pure heart. It's in the soul, not on the lips, in the marrow of one's bones not in his looks that you find a man's culture. What he is, what he does; not what he has and whom he consorts with tell you whether he is cultured or not. Not numbered among the cultured are the vulgar and the boring.—Wilson.

and utilize the potential services made possible by the wide and varied local interests in health and safety.

Section 3. No pupil shall attend school while afflicted with any contagious or infectious disease. The attendance officer shall have authority to require any child showing symptoms of disease to be examined by and bring a written certificate of health from a physician before re-entering school. Any child not complying may be excluded from school according to Section 9208 R. S. L. of Mo., 1938, p. 18.

The completed code should then be adopted by the school board, whereupon it becomes its comprehensive policy. Every code should, of course, include a provision for amendment such as the following one taken from the Code of the Long Beach Schools. "Any rules of the Board may be amended at any regular meeting of the Board by a majority of the Board, provided a written notice of such amendment including the proposed text of the amendment has been submitted at a previous meeting."¹³

In many school systems there is made available to every employee and "to each incoming worker a comprehensive statement of policy and philosophy governing the school program as a whole, a copy of the school board's rules, and written instructions pertaining to his own position."¹⁴ This is necessary because "the schools have the unique function, laid on no other agency of the state, of interpreting the principles of democracy to each new generation of citizens . . . If the schools are to teach democracy to clear-eyed children, the personal relationships of the people who do the work of the schools must exemplify democracy."¹⁵

¹⁰Section 10—Amendments and Procedures," *The Administrative Code and the Rules and Regulations of the Long Beach City Schools*, Long Beach, Calif., 1939, p. 19.

¹¹Davis, Hazel, *Personnel Administration in Three Non-Teaching Services of the Public Schools*, Teachers College, Columbia University Contributions to Education, No. 784, 1939, p. 124.

¹²*Ibid.*, p. 6.

Administering the Public Use of School Buildings

Edward E. Allen¹

A board of education fully conscious of its obligation to the community which it serves provides for the use of its buildings by "nonschool" groups for a variety of activities that cannot be properly classified as school affairs. It does this because it realizes that buildings erected and maintained by the general public are rightfully theirs to be used under legitimate circumstances. Furthermore, it realizes that many types of facilities best adapted to group use are to be found only in the schools and, for that reason, makes every effort to have such facilities available for the greatest amount of public use to which they may be put. Finally, an alert board of education realizes that there are numerous persons in the school district, supporting the school program through taxes, who, because they have no children of school age, cannot take direct advantage of the regular educational program. If such individuals can be encouraged to use the schools for their own purposes they can be made to feel that they are really getting a direct return for their school tax dollars. It is good public relations to make it possible for them to have such an experience.

There are few communities in which there is not some demand for the use of school auditoriums, gymnasiums, shops, and even academic classrooms, by non-school groups and in many districts such demands are numerous. That these requests have created administrative problems in many places is evidenced by local and state laws set up to control such situations in which boards and the public may become involved. Consequently, a board of education must adopt a building-usage policy that it feels will work to the mutual advantage of the public and the schools themselves, being sure that its procedure does not conflict with any existing state laws covering such situations. This policy must be administered with such fairness and lack of partiality that all interested individuals and groups will be convinced that no favoritism is shown in connection with such matters.

Such a policy can be sound only if it is based upon the fundamental premise that public school buildings are primarily constructed and maintained to house the educational program for the children of the district. The more extensive this program is, especially as it involves extracurricular activities sponsored by the school itself, the more of a problem it will be to work out arrangements to take care of outside groups. No public function can be allowed to interrupt or crowd the school program unless the board of education shall decide that the event is of

such importance that the welfare of the community demands the setting aside of the regular program to provide space and time for the affair in question. A board of education cannot be too careful, however, in weighing various elements in such a situation to determine if such importance exists. Most cities, towns, and villages contain persons and organizations who feel that their own rather narrow interests are of more importance than the regular school schedule. Even some PTA groups will, if given any encouragement at all, be perfectly willing that a whole afternoon schedule of gymnasium classes be thrown into already crowded study halls or outdoors, regardless of temperature, if they feel the use of the gymnasium on a school day for a bridge party may net a few dollars for the organizations' treasuries.

A board of education, in working out policies having to do with building usage, may end up with a simple list of regulations covering such matters or may develop something as complicated as the bylaws and constitution of the typical young folks' literary society. However, simple or elaborate, the details involved in the finished product will be based upon certain essential elements so that they may serve adequately as an informational guide for those applying for school space and as a sound administrative basis for those who grant permits and make the desired facilities available. Having had the responsibility for the administration of this type of thing for several years, I can suggest the following items as being possibly helpful in the development of a building-usage policy:

- a) The types of rooms and furnishings which outside groups or individuals may or may not use should be specifically listed.
- b) The days and hours during which these facilities may be used should be decided upon and scheduled.
- c) Qualifications or specifications should be set up to be used in determining if a person or organization is of a type that should be allowed the use of school buildings and their equipment.
- d) Definite building-usage rules must be drawn up and persons responsible for the outside activities being sponsored must learn that they will be expected to follow these regulations.
- e) If charges are to be made for the use of schools, a definite schedule of such charges should be drawn up.
- f) A standard procedure involving the formal application of a person or group for the use of buildings and equipment should be developed.
- g) The authority to deal with building rental or loan matters should be delegated

to the superintendent of schools. His activities in connection with such matters should be subject to question by the board of education only under unusual circumstances.

Rooms and Equipment to Be Used

It is probably easiest to approach this point by giving examples of the types of school facilities which cannot usually be made available for the use of outside groups. Any rooms containing student-made materials, such as scientific experimental setups, art work, wood- and metalcraft, and other easily disturbed items used in connection with the teaching program, should not be rented or loaned wherever these materials cannot be safely put away in some satisfactory manner. Rooms containing expensive equipment, such as motion-picture projectors, science equipment, typewriters and office machines, shop and printing equipment, should not be used unless such items can be securely guarded from tampering or unless the instructor regularly responsible for the care of such items can be present. Rooms containing unlocked files of pupil and staff personnel records are obviously out of the question so far as their availability for public use is concerned.

When a policy of building usage is being developed, it is wise for the superintendent to ask each building principal to make a list of rooms that cannot be used under certain or any conditions. These lists may be used as a basis for deciding the type of facilities that shall be made available for public use.

Days and Hours During Which Facilities Shall Be Available

When the principals list the rooms they wish to have noted as "unavailable," they may also indicate when other rooms with their equipment may be used without interfering with the regular program of the school. Using these lists, the board can determine the days and hours when it is felt that free space can be made available for general use. In allowing evening, Saturday, Sunday, and vacation scheduling of nonschool events, the board must consider its willingness to bear a part or all of the cost of necessary heat, light, and custodial service. In any event, it should not commit itself to a schedule that will make such a demand upon the regular custodial services of the buildings that the housekeeping, as it affects the youngsters in their regular school program, will suffer. This point has to be kept in mind particularly in connection with the hour set as closing time for any affair held in a school. If custodians have to be on the job for a full day of

¹Detroit, Mich.

work the next day and must clean up certain rooms after the close of a party, dance, or meeting, it is not reasonable to allow such a late closing hour that the men are forced to literally, upon going home, meet themselves on their way back to work.

A final decision on the days and hours during which buildings are to be made available must be checked in the light of local circumstances. Such a schedule should be set only after careful consideration has been given to probable community reaction, possible extra demands on staff members, and the costs involved in making facilities available during particular periods of time.

Who Shall Use the Schools?

When building-usage policies are being formulated, a board of education has to be most careful in its determination of who shall be allowed the use of the buildings. It is here that much administrative dynamite is hidden, only waiting for some carelessly considered action upon the part of the schools' representatives to touch it off. It is certainly reasonable to require that any individual requesting the use of school space for his own purposes, or for those of an organization he represents, shall be a resident of the community. Applicants can well be placed in distinct classifications, each to be dealt with in the same way in which all other applicants of his own particular type are taken care of. These classifications may be set up, roughly, as follows:

a) Groups that, because of the nature of their activities, may be considered as closely allied with the schools. Organizations coming under this classification may well include the PTA, Boy Scouts and Girl Scouts, alumni associations, and college-and university-extension groups, all open to any person in the district who may desire to join them. Organizations of this type should probably be given preference in the scheduling of time and, if the board of education decides that some fee should usually be charged for the use of school buildings by outsiders, it should attempt, if possible, to exempt such groups from the necessity of making such a payment.

b) Next we have groups sponsoring activities that are definitely of community interest but that cannot be considered as connected with the schools in any way. This classification can include veterans' organizations, political organizations, churches, and various social and civic clubs. If fees are charged, these groups may well be expected to pay a minimum service charge and also meet the expense of any extra janitor service necessary because of their presence in the schools.

c) Individuals and organizations wishing to use school facilities for some function that will result in a profit, financially, for the person or persons sponsoring the affair, constitute another group. If a board chooses to allow the use of its buildings for such purposes, it will not only be justified but probably obliged to charge a

fee for building usage that will cover service costs, including extra custodial charges, and make a profit for the school district.

d) Finally, there are individuals and organizations from outside the school district who will wish to use the buildings for some purely commercial venture. Unless sponsored by some local individual or group, requests for building usage under such circumstances will probably find little favor with the boards of most districts.

Regulations That Outside Groups Should Be Expected to Follow

Any rules made by the board of education to be observed by those outsiders using its buildings should be formulated with two definite objectives in mind. These rules should, first, be designed to protect the material property represented in school buildings and equipment and, second, be constructed to prevent the possibility of any actions on the parts of any persons involved in such situations being of such a nature that they may result in criticism of the board of education and its representatives. It is well to have these rules listed on the building application form so that, when an applicant signs a request for the use of some school, he may see what these rules are and be made to understand that in signing the application he is agreeing to abide by the regulations as they are set up. These regulations should reflect the board's wishes concerning such matters as smoking in the buildings, the time when affairs must be closed, whether or not persons may move furniture, decorate rooms, wax floors, and other items of similar nature felt necessary as controls in connection with such situations. A statement limiting the applicant to the use of only the rooms and equipment formally requested should also be included in a conspicuous place on the blank.

Such a list of rules or regulations should include only items that are reasonable and that can be enforced by building authorities. The inclusion of unreasonable stipulations will lead not only to their being broken because of their obvious silliness, but to a possible lack of respect for regulations that, for the good of all concerned, should be observed.

Charges to Be Made for the Use of Buildings

Unless a board of education is willing and able to include in its budget provision for the inevitable cost of extra heat, light, and custodial services resulting from a continued use of its buildings by outside groups, it must set up a schedule of fees

that will take care of all or a part of the service costs resulting from such use of the schools. The amounts involved in these fees will vary in communities according to the rates paid for custodial work and the costs involved in heating and lighting the buildings. All persons and groups, excepting those that can be considered as allied with the schools, should learn to expect to pay these fees. The following form is only suggested as a possible grouping to be used in setting up the schedules:

<i>Type of Facility</i>	<i>Hourly Rates to be Charged for Use by</i>		
	<i>Community Organizations</i>	<i>Individuals or Private Groups</i>	<i>Groups From Outside the Community</i>
Gymnasium			
Auditorium			
Standard Classrooms			
Special Rooms			
Athletic Field			

Two schedules based upon the above outline can be set up. The first may list minimum fees to be paid when there will be no financial profit for the sponsor involved, and the second may call for higher charges when the affairs are intended to lead to some financial gain.

The necessary amounts for extra custodial services may be included in the figures given in the schedule or may be quoted as an extra at so much per hour per man. It is wise to have the rental fee (or an estimate subject to a refund or additional charge) payable in advance. Experience will probably teach that an exception to this policy is safe only when involved in an agreement with some individual or organization of unquestionable willingness and ability to pay. It is well to arrange affairs so that the payments of such fees can be made only at the school business office. This policy will relieve building-staff members of any responsibility for financial details.

The Application Form

Permission to use a school for any purpose that cannot be considered under the direct jurisdiction of the building principal should be granted only after a formal application blank is filled out and approved by both the superintendent, for the board, and by the principal. Four copies of this form should probably be filled out by the applicant. One of these copies can be for the files in the business office, one for the principal of the building, and one for the custodian. The fourth, properly signed, can be for the applicant to serve as his permit. The applicant should be directed to make his formal request at the office of the superintendent so that it may be immediately determined if his proposed activity is of a type approved by the board and so that he may understand, from the very beginning of his experience, what the probable fee will be, if there is to be a charge. If the applicant fills out and signs a blank, the form should next be checked

AN ARISTOCRACY IN A DEMOCRACY

If a democracy can offer opportunity, instruction, and discipline to personalities—wherever they may arise—who are competent to rise to positions of rank and responsibility that democracy will have produced an aristocracy to serve it and carry it on to new strength.—Dr. Nicholas Murray Butler.

by the building principal so that the central office may be sure that the room or rooms wanted will be available at the time desired and so that the principal may make a reservation on his schedule of events insuring that the time assigned will not be re-assigned before the event takes place. When the superintendent receives such a form, approved by a principal, he can add his signature to give the application board approval and then send copies to the clerk, principal, custodian, and applicant. The reasons for each of these individuals receiving copies will be obvious to anyone dealing with this type of situation.

In order that the school authorities may have full knowledge of the nature of the affair involved in each case, and in order that they may know just what facilities must be made available for the proper care of those to be present, space for information on the following points should be provided in the form filled out by the applicants:

Date the building is to be used
 Hours during which the building will be used
 Room or rooms wanted and furniture and equipment needed
 Type of activity involved (play, dance, lecture, party, etc.)
 Anticipated number of children and adults to be present
 Sponsor's equipment to be brought in: Time in — Time out —
 Admission charge, if any
 If admission is charged, money to go to whom?
 Full name of individual or organization making application with telephone number and address of applicant

The rules and regulations covering such use of buildings should then be listed, and the applicant should be made to know that he is signing an agreement to abide by these rules. The applicant should also agree, in signing the blank, to pay the fee or estimated fee, and a place for the inclusion of this fee or estimate should be provided for on the blank. The form should finally include, under the space for the applicant's signature, places for the signatures of the superintendent and principal so that upon the giving of the formal approval implied by these signatures the copies may become signed records for the interested parties. Finally, because it may sometimes be necessary that a permit be cancelled on short notice, a cancellation clause, approved by the board's legal adviser, can be included.

Delegation of Authority

A building rental procedure can only be successful and fair if all types of applicants are given the same consideration. A procedure administered by many is subject to variations due to different interpretations of policy. For this reason, it is practically necessary that the authority for making such arrangements be placed in the hands of the superintendent of schools or his authorized agent. Any attempt upon the part of the board to handle all requests, excepting those of an obviously unusual nature, as a part of regular board business

(Concluded on page 80)

La Porte Schools Face Controversial Subjects **Wendell R. Godwin¹**

The teaching of controversial issues in tax supported secondary schools is a precarious procedure at all times, but it becomes trebly so during stormy political campaigns and times of national crisis.

Based on the theory that the survival of democracy in this country depends not so much upon anything else as the ability of the common people to think clearly about the controversial issues of our political, economic, and social order, the La Porte public schools have attacked the problem of determining how to train the emerging generation in this process.

The superintendent invited a committee of teachers to work on the problem and to meet with the board of education from time to time, in an effort to find a satisfactory method of procedure. The method thus far developed is presented in the hope that other schools interested in this problem will help us to evaluate the work we have done and to give us the benefit of their own studies.

The Method

Academic freedom does not mean that a teacher is free to teach whatever doctrines he may choose in whatever manner he may decide upon. It may be defined as the right of public school teachers to conduct classroom investigation and discussion of controversial issues that fall within their respective subject fields, in the following manner only:

1. Guide the students away from forming opinions until evidence has been collected and examined.

2. Cause to be fairly presented not two sides, but all available evidence on all prominent sides of the controversy. The term evidence here implies something considerably more than personal opinion of anybody less than a nationally recognized expert.

3. The teacher's personal opinion is not evidence and should not be introduced. If individual students should ask a teacher his opinion about the issue under discussion, the teacher should refrain from giving his opinion until after the evidence has been evaluated, by pointing out that the purpose of the class is to give training in straight thinking, and that in straight thinking, opinions are based on evidence rather than upon other people's opinions.

4. No attempt should be made to reach a class decision.

5. After the preponderance of evidence is in, students should be encouraged to formulate their individual opinions and should be permitted to express them freely if they desire to do so. They should also be encouraged to postpone the formation of an opinion if they feel that an insufficient amount of evidence has been presented.

6. The teacher is as much entitled to his personal opinion on controversial issues as any other individual in the community. However, one measure of his fairness in seeing that all significant evidence has been presented, is the inability of the class to identify the opinion of the teacher. The teacher who feels that the presentation of his personal opinion is essential to the correct judgment of the class is overestimating the value of his opinions.

If after students of the class have weighed the evidence and formed their own conclusions, they still desire the teacher's opinion, it should be given.

7. The examination which the teacher gives after the study of a controversial issue should not be designed to ascertain the opinion of the students, because the creation of one opinion or another was not the teaching objective. The teaching objective was to train students in the process of straight thinking. The examination, therefore, should determine whether or not students have been able (1) to postpone the formation of an opinion until the preponderance of evidence was in; (2) to acquire techniques in gathering evidence; (3) to evaluate evidence; and (4) to base conclusions upon preponderance of evidence rather than fragments.

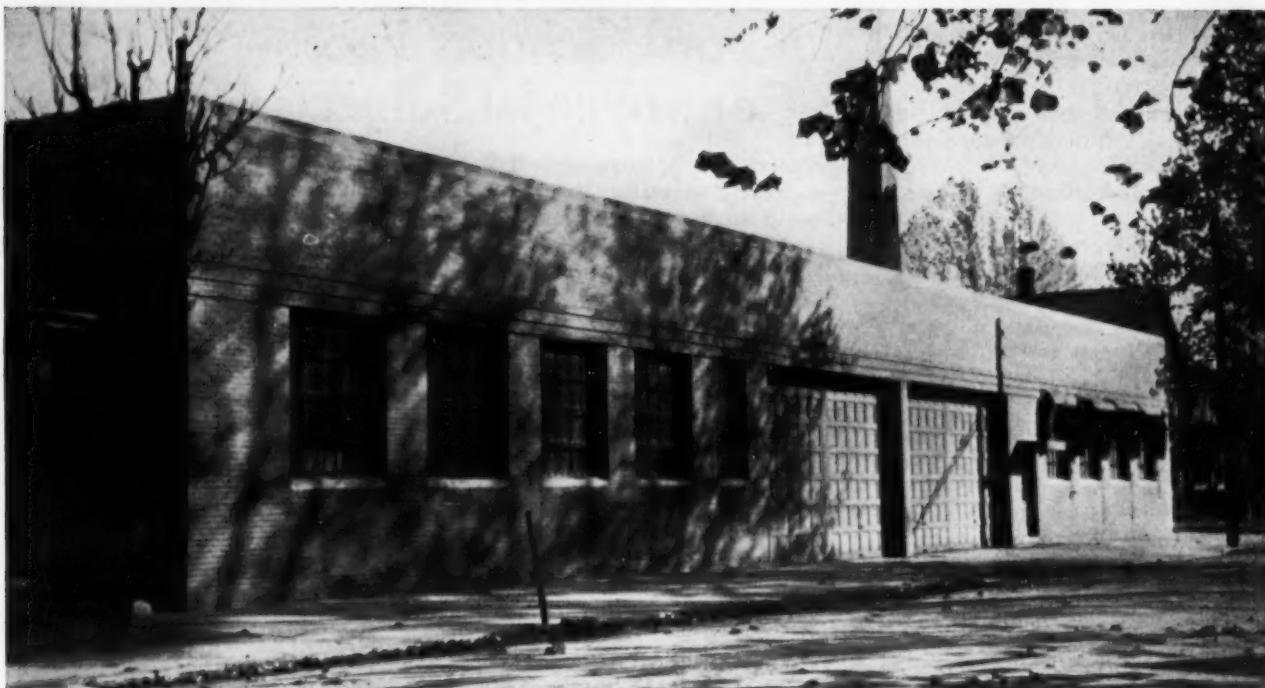
8. In spite of lesson planning on the part of the social-studies teachers, controversial questions will come into the discussion which time and the ability of students and teachers will not permit of thorough treatment, as described in preceding paragraphs. In such cases the teacher is not to settle the matter by expressing his opinion or that of some "authority" with whom he agrees, but by passing it as an unsolved problem which must remain as a challenge to society and to this group of young people during the years to come.

A Heavy Task

Teaching controversial issues in this manner is an arduous task, challenging the best efforts of a superior teacher. It requires far more than the soft pedagogy of the teacher to whom academic freedom means merely the right to express freely his personal opinions in class. It requires that he train his class members in recognizing evidence, in methods of collecting evidence, in evaluating evidence, in avoiding hasty generalizations, in recognizing cause and effect relationships as being different from parallel concomitants. In short, it requires the teacher to train his students in straight thinking, which is one of the essentials of democratic citizenship.

The teacher who merely permits the free expression of opinion in class can very easily generate an interesting classroom atmosphere, but he is not training his students in straight thinking.

¹Superintendent of Schools, La Porte, Ind.



The Evansville, Indiana, School Shop is located on a secondary street near the center of the community. Efficiency in handling materials and utmost economy are possible in providing for the storage and distribution of materials, the repair and maintenance of school equipment, etc.

Evansville Builds a School Shop

The Evansville School District of Evansville, Ind., is enjoying the services of a centralized school shop which is contributing in a valuable way to the economy and efficiency of the city school administration. For years the board of education had utilized makeshift quarters for its repair and maintenance crews and for the storage of school supplies. In fact, it was necessary to deliver certain supplies directly to school buildings where adequate control could not be maintained.

The new building provides ample space for the maintenance and repair crew and for the office and warehouse of the purchasing depart-

ment. In service for nearly a year, the building has proved itself to be almost ideal for storing, packing, and distributing furniture, equipment, and instructional supplies used during the school year. Trucks used in the operation of the maintenance and supplies departments are stored within the building. Not the least important of the facilities are the rooms devoted to the storage, repair, and shipment of the visual-education equipment, including films and slides.

The building has been planned for greatest efficiency in the handling of storage materials. The central feature is a loading truck or platform, accessible from all storage spaces and from the maintenance-department section. The platform is placed at truck-bed height, to allow for loading and unloading without lifting of heavy articles. The truck space at the lower level is fully inside the building, to

allow of loading operations under shelter. The shelter space serves at the same time for the storage of the trucks when these are not in use.

The maintenance department is separated from the adjoining passage by heavy wire partitions and wire gates. This is to allow for the ready rearrangement of the several sections if one of the departments, such as electrical service, heating, and plumbing, may outgrow the space allotted due to changes in the maintenance requirements of the newer types of school equipment.

The paint shop has

been placed in a separate, fireproof room so that the dangers from finishing materials may be isolated. The space is next to the truck pit so that long ladders can be conveniently handled and stored and still be near the paint department.

The visual-education department is in a separate room where careful control can be had over valuable films, projection machines, etc. It is considered advisable to avoid moisture and gases in this room which might affect the permanence of the films, slides, etc.

The large warehouse space is divided by shelving only and can be rearranged as conditions require.

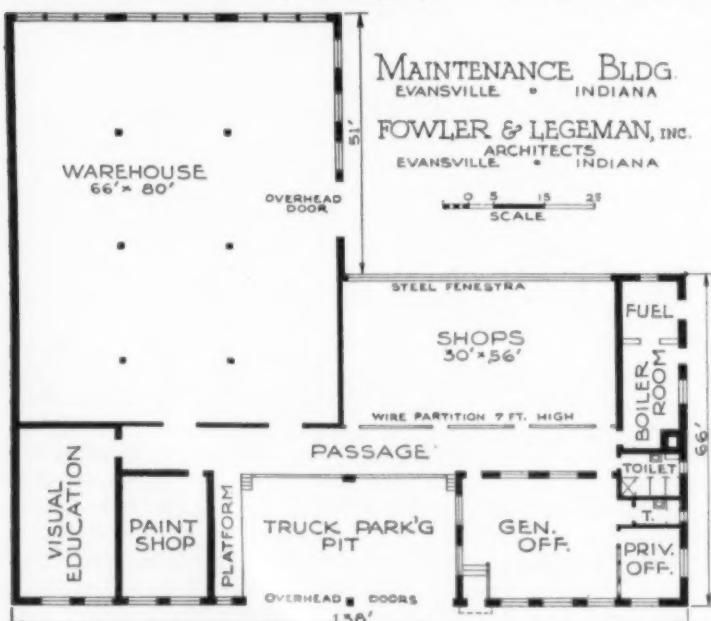
The general offices have adjoining them toilet rooms for men and women. The men's room has a shower for those employees who require a bath before leaving at the end of the workday.

The exterior walls of the building are brick and hollow clay tile. The interior roof supports are steel columns, carrying steel roof beams. The roof is of semimill construction. The floors are concrete, laid directly on the earth. Steel sash has been used throughout. Wherever fire risks are possible, wire glass has been used. The rear windows have steel guards over the windows. The truck spaces are fitted with overhead type doors.

The entire building is heated by a low-pressure steel boiler, stoker fired. Overhead unit-type heaters are provided and thermostatic control is used on the unit-heater motors.

The building cost, including general construction, plumbing, heating, and electrical work, \$27,912.29. The total floor area, which is 12,620 sq. ft., cost \$2.21 per square foot. The total cubage is 179,800 cu. ft., and cost 15.5 cents per cubic foot.

The building was planned by Messrs. Fowler & Legeman, Inc., architects, and Mr. Rufus A. Putnam, assistant superintendent of schools in charge of business affairs and Supt. J. R. Irons carried on the educational planning.



Devices for Diagnostic Classroom Observation

J. R. Shannon¹

Julius Caesar's laconic remark, "I came; I saw; I conquered," epitomizes the functions of a supervisor of instruction. The supervisor must get into the teacher's classroom; while there he must observe diagnostically; then, in light of his diagnosis, he must employ measures for improving teachers and teaching.

In this day of scientific procedures in education, some overzealous progressives have denounced classroom visitation as *passe*, but Shelton Phelps has replied that "visitation is clung to, not because of any deeply seated belief in its infallibility, but rather that a valid substitute for it has not been found."² Classroom visitation, therefore, cannot be abandoned. Some supervisors simply need to learn how to use visitation more scientifically.

There are tricks in all trades. It is the accumulation of these "tricks" and the perfect mastery of each that makes of any process an art. The larger the number of specific elements of the process of diagnostic classroom observation for which there can be discovered or contrived devices for their facilitation, the more scientific will supervision of instruction become. The larger the number of devices a supervisor acquires and masters, the more effective his supervision will become. A number of devices for diagnostic classroom observation are outlined and described under the following eight headings.

I. Devices for Noting Pupil Reactions

The code device. In the writer's own experience as a supervisor of instruction he devised a scheme which he found simple to operate but very effective in analyzing a piece of classroom procedure. The plan consisted of ruling off a sheet of scratch paper in such manner that each pupil in a class would have a square on the paper corresponding to his position in the classroom. Each time a pupil raised his hand in response to definite stimuli provided by the teacher or other pupils the supervisor placed a dot in the square representing that pupil. A tally mark was placed in the square each time a pupil recited, volunteered supplementary information, or asked a question. If a pupil's response was in answer to one of the teacher's questions for which he had volunteered, the supervisor made a crossbar to the right and at the top of the tally mark. If the pupil's response was in answer to a question of the teacher for which he had not volunteered, a crossbar at the top and to the left was made by the supervisor. If the pupil's answer to the teacher's question was

correct, the supervisor made an upward stroke from the crossbar. If the pupil's answer was not correct or if he simply responded with an "I don't know," the supervisor made a downward stroke from the crossbar. If a pupil volunteered some information supplementary to what had been given by some other pupil or by the teacher, the supervisor made a crossbar at the bottom and to the right of the tally mark. If a pupil raised some question in class, the supervisor made a crossbar at the bottom and to the left of the tally mark. If the pupil's contribution or question was a worthy one, the supervisor made an upward stroke from the crossbar, but if the pupil's contribution or question was not considered worthy by the supervisor, he made a downward stroke from the crossbar. A circle drawn around the tally mark indicated that it represented a thought question, and a tally mark without a circle around it represented a fact question. The sheet of paper on which these marks were made was not kept for permanent use. Its value ceased when at the end of the observation the supervisor copied from this scratch paper a digest of the classroom procedure he had recorded on it by means of his code.

The device just described showed how well the teacher distributed her questions among the members of the class and what justification she had for the distribution she made. The device shows the extent and quality of each pupil's participation in the recitation. The device enabled the supervisor to note the essential characteristics of the entire technique and result of the recitation procedure.

This device was serviceable for other forms of classroom procedure besides the recitation. Adaptations can be made to it to make it fit the laboratory method, individualized instruction, project, supervised study, socialized recitation, etc. Also, further extensions or modifications of the device can be made to fit any element of classroom procedure a supervisor wants to record.

The preceding description of this device may have seemed complicated. The device is not complicated in practice. When a supervisor standardizes his technique of using the device it becomes very easy. By means of the device, when standardized, a supervisor can get a record of almost the entire situation concerning pupil reactions, except, perhaps, some of the dots representing hands raised, and still have plenty of time to observe other things. With the results of the analysis of pupil responses gained by this device, the supervisor can go into a conference with a teacher armed with facts. He need not speak in general terms. He can say to the teacher, for

example, that she asked 40 questions, that 30 of the 40 were fact questions, that one of the pupils in the class was called upon to answer six of the 40 questions, and that five other pupils were not given an opportunity to recite at all. He can tell the teacher by means of this device whether she called on pupils who volunteered or whether she called on others. This device furnishes a simple means of bringing to the teacher's attention the fact that pupils do or do not evidence initiative in the recitation by means of questions or volunteer contributions injected upon their own initiative. This device adds exactness to the observation. Practically all the data that are necessary for a scientific analysis of the mechanics of the recitation method can be recorded and observed by this simple device. It increases the effectiveness of the supervisor and also increases the confidence which his teachers have in him.

Similar devices for the same purpose, but differing in the kinds of symbols used, have been described by Roswell C. Puckett, A. R. Mead, and Doris F. Twitchell. A supervisor of instruction may use any kind of symbols he chooses. It is the idea of using a code for recording pupil responses that has merit, and not the details of the code. In fact, the whole idea of a code for noting details of procedure was not originated by supervisors of instruction at all. Scorekeepers and newspaper reporters of baseball, for example, have been using a code for many years which conveys a full account of the game to anyone familiar with the code.

Attention scores. Henry C. Morrison has described a technique for measuring pupil attention and has listed certain observable evidences of attention. This is a second device for noting pupil reactions.

That the device is reliable, has been proved by researches of Clarence Blume and the writer. Its validity has been questioned by Walter S. Monroe and F. E. Henzlick, however, and actually disproved by the writer. The device has some merit for the supervisor of instruction, nevertheless.

If minute-by-minute measures of attention are made by a supervisor, and these compared with a record of the steps of procedure in a class, the supervisor will have an indication of the relative effectiveness of the different steps in the procedure. Thereby, attention scores will reveal symptoms and indicate wherein a supervisor needs to concentrate his attention in further diagnosis.

II. Devices for Noting Divisions of Time Consumed

A stop watch. Many teachers, for example, talk too much. They lack the knack

¹Indiana State Teachers College, Terre Haute, Ind.

²Shelton Phelps, "The Improvement of Teaching Methods," *Teachers College Journal*, September, 1932, pp. 17-24.

of keeping in the background. They get in the pupils' way. An excellent device for bringing this to the attention of the teacher in a definite and indisputable manner is that of using a stop watch. The supervisor can hold the stop watch in his lap or in his pocket as he observes the recitation and very inconspicuously start the watch each time the teacher starts to talk and stop it each time she stops. At the end of the class period he will have objective data in regard to the teacher's prominence. He can say to the teacher that the class period was 45 minutes long and that of the 45 minutes she talked 37. Such a definite statement is very much to be preferred to the indefinite statement of simply saying to her, without evidence as proof, that she talked too much. The supervisor can use the stop watch on some pupil also if that pupil is prone to be prominent and at the same time has very little to say. By using a stop watch the supervisor will be able to tell the teacher that she permitted one pupil to consume a total of 18 minutes and that most of what that pupil said was worthless.

Obviously, a stop watch can be used to measure the time given to any other recurring activity. If the activity is not recurring, an ordinary watch or clock will serve as well.

Stanford Time Recorder. A disadvantage of a stop watch is that only one recurring activity can be measured at a time. To get around this obstacle, Charles H. Niederauer devised an instrument for measuring as many as 20 recurring activities during a single observation. He had patented the instrument and the Stanford University Book Store sells it.

The apparatus consists of a celluloid card on which the supervisor can write as many as 20 different activities he wishes to observe. This card is made to fit around a little cylindrical clock and on top of a printed disk which has concentric lines to match the items written on the celluloid card, and 60 radiating lines to represent the minutes of an hour. By placing a pencil in a hole by an item listed on the celluloid card, and moving the card around the clock as a hub, a curved line is drawn on the printed disk. The length of each curved line shows the number of minutes devoted to the activity the line represents. The relative position of the lines drawn on the perigon indicates the order of sequence of the activities.

An ordinary watch or clock. As will be shown in Part VIII of this outline, a supervisor will find it helpful to record the steps in the executed lesson plan in any class observed. This record of procedure should be accompanied by a time record. At the end of each step in the classroom procedure the supervisor should write the exact time as measured by an ordinary watch. At the end of the period the supervisor will be able to give definite figures concerning the exact amount of time devoted to each step in the classroom procedure. This device of noting the time

devoted to each step in the classroom procedure does not place a very heavy burden on the supervisor. He can keep the time record in his notes without detracting from the time or attention he needs to devote to other elements of observation, and to do so affords a more scientific basis for his analysis.

The device of analyzing the time devoted to various steps in classroom procedure may be self-administered by the teachers. In a high school where directed study was the year's project in supervision of instruction, the time analysis device was administered by the teachers. The elongated class periods were not divided by the sounding of a bell to tell the teachers when to change from recitation to directed study. The division of time was left to the discretion of each teacher. In order to get the teachers to be attentive to the manner in which they divided their time, and in order to get their habits started right, the supervisor asked the teachers to keep a record of each class for a week showing the number of minutes each devoted to recitation, assignment, and directed study. The same device can be self-administered by the teachers for other aspects of their work. It can be used by teachers in timing themselves on each activity of a class period. In an elementary school, the teachers prepared diagnostic sheets containing lists of activities engaged in each subject, and then from day to day they recorded the minutes devoted to each activity. For example, by means of their records they could tell at the end of a week how much time had been devoted to phonetic drills, flash-card drill, directed silent reading, oral reading, testing, etc., in a reading class.

III. Stenographic Reports

A very helpful device for analyzing certain phases of the recitation procedure, although not good for laboratory procedure or directed study, is stenographic reports. Stenographic reports are particularly valuable for analyzing a teacher's spoken English or studying the form and content of her oral expression, such as her questioning.

It is not enough to say to a teacher, "Your oral English is weak; you should watch it more carefully." It is better to say, "During the period you made 28 errors in English. Twelve of them were in the case of pronouns, eight were in principal parts of verbs, five were disagreements in number of pronouns with their antecedents, and three were objective case of nouns or pronouns used with gerunds." Gross analysis will show that a teacher's oral English is faulty, but detailed analysis is necessary to show her just wherein it is faulty. Stenographic reports provide the basis for the detailed analysis.

IV. Sound Pictures and Sound Recording

Football coaches are making considerable use of motion pictures to show their players their elements of strength and elements of

weakness. The same device, accompanied by sound recording, works well with teachers, although the device is rather costly. By means of this agency, perhaps better than by any other, a teacher will be able to see herself as others see her.

If a teacher's vocal qualities alone need improvement, the less costly device of vocal recordings will suffice to reveal the exact nature of the teacher's needs.

V. Standardized and Other Tests

Much has been said and written about the use of standardized tests in the supervision of instruction. There is nothing mystical or magical in the tests. A supervisor or teacher cannot expect the giving of tests *per se* to result in improved efficiency. After all, standardized tests are only devices in diagnosing. When a man looks into a mirror to tie his cravat, he does so in order to see what he is doing. The mirror does not tie his tie for him. The mirror shows him only how he is progressing. The same is true of tests in teaching or supervision. The tests show how the teacher is progressing.

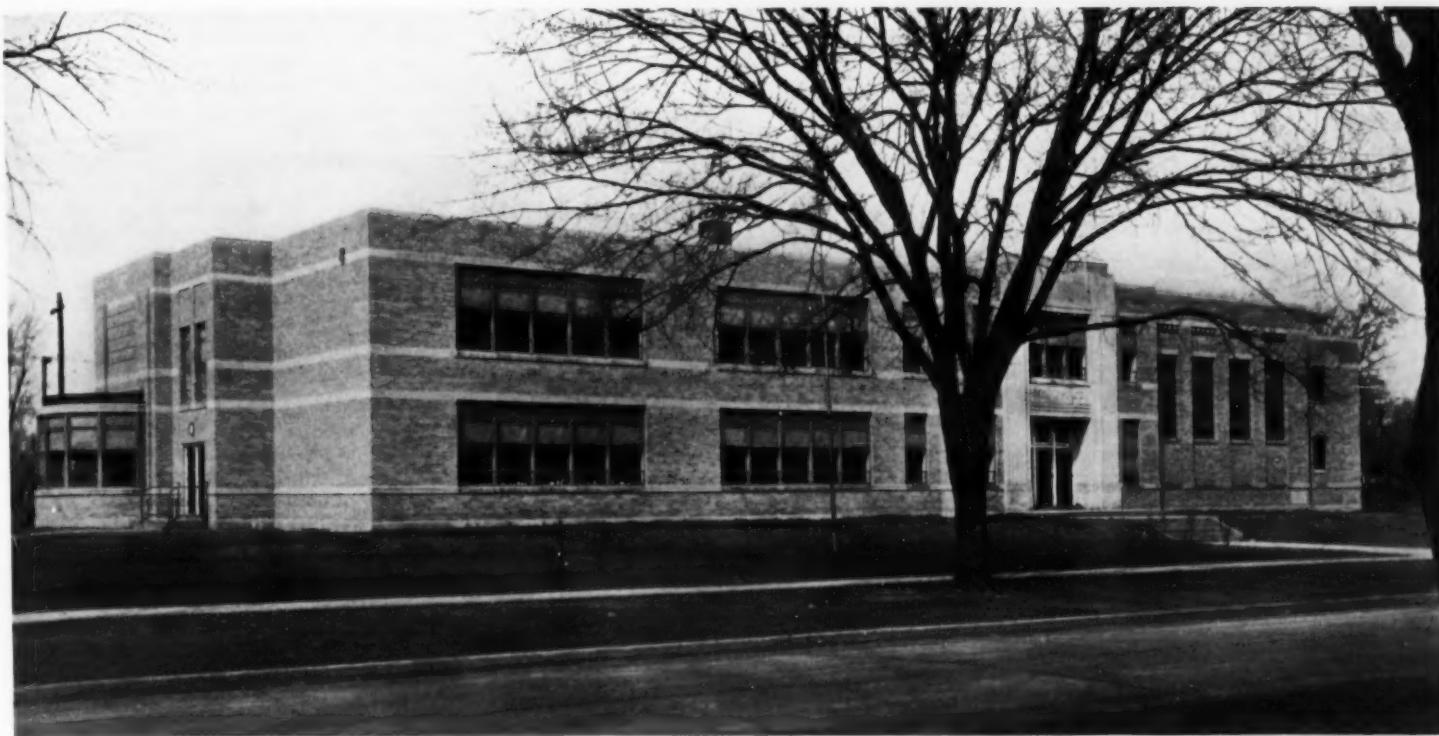
Survey tests. The commonest type of standardized achievement tests is survey tests. The use of survey tests in supervision is really quite simple. There are just three steps: Test; apply supervisory procedures; and test again. Achievement tests show the results of teaching. They show results and not causes. The survey test can be used to show the stage of progress of a class in comparison with standard norms at a given time. Then after applying a particular teaching procedure, the test, or another form of it, should be given again. This measures the effectiveness of supervision as well as the effectiveness of teaching.

Diagnostic tests. Diagnostic tests are also devices in diagnosing, but they are used differently than the survey tests and for a different purpose. They measure smaller elements. Survey tests show the progress that a class has made. They measure effectiveness of certain teaching and supervisory procedures. Diagnostic tests show not only that a class is progressing or failing to progress, but wherein progress is or is not being made. Both types of standardized tests, survey and diagnostic, are useful devices in diagnosing. A survey scale in handwriting, for instance, may show that a child's ability is only 20 in quality, but it will show no more. A diagnostic scale, however, will show whether the poor quality is due to spacing, letter formation, or some other detailed element.

Unstandardized achievement tests. Homemade tests serve much the same purpose as survey tests. They have the further merits of being less expensive and of being based on the particular courses or units taught in a given school. They lack the advantages of standardization and of having equivalent forms, however.

Intelligence tests. Standardized intelli-

(Concluded on page 76)



The Bryant School, Boone, Iowa, has ample playgrounds at the left and the rear.—Dougher, Rich & Woodburn, Architects, Des Moines, Iowa.

Boone Builds Modern School Buildings

H. J. Van Ness¹

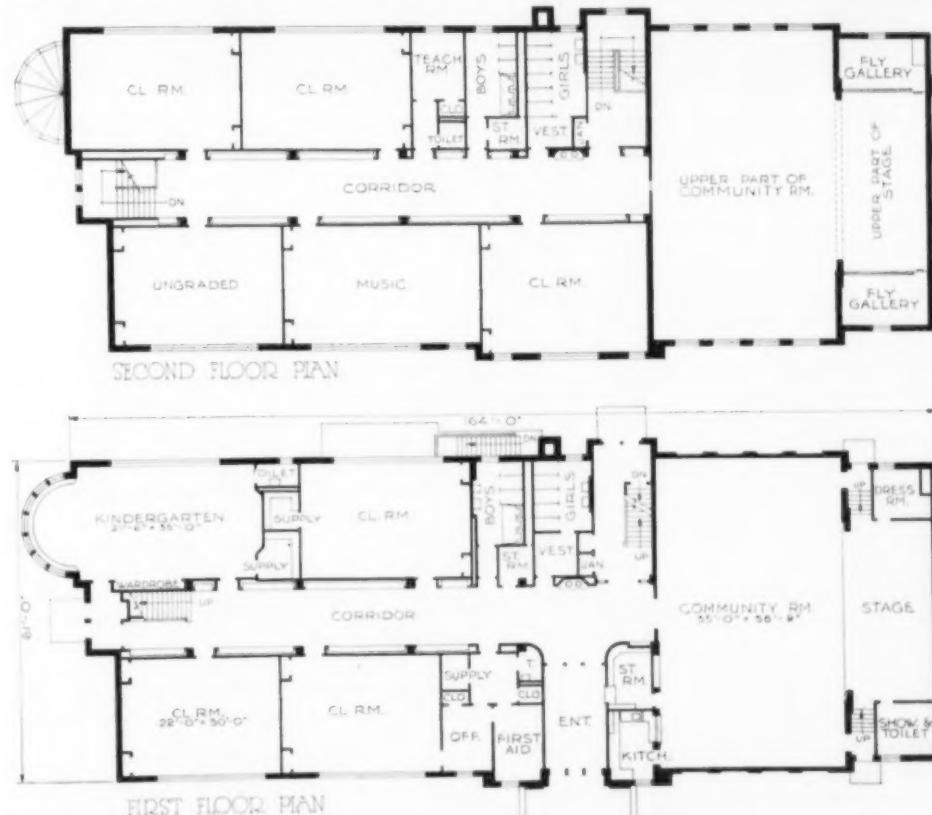
Boone is a typical midwest city of some 12,500 inhabitants. Its economic interests are agricultural and industrial. It lies in the rich farming section of Iowa and serves as an important division point of the Chicago & Northwestern Railroad. A number of manufacturing establishments are located in the city, as well as several coal mines, providing industrial occupations for the population.

During the past few years it became apparent to the citizens that new elementary schools were badly needed. Of the seven buildings in use one was built in 1867, two in 1878, and two more in 1893. One was so small as to require the maintenance of the kindergarten in a basement room. The facilities and equipment of these buildings were far from modern. Toilets were bad, lighting was inadequate, furniture was old and out of date, all of which endangered the health of the children. The situation became more and more unsatisfactory to the school patrons, and the feeling grew slowly but steadily that something definite needed to be done.

In September, 1938, after an active campaign of publicity on the part of the school board and the local parent-teacher associations, a proposal to replace three of the old schools with modern buildings and to remodel the smallest building was presented to the public. This proposal involved a bond issue of \$198,000 which was to represent 55 per cent of the total cost of the project while the remaining 45 per cent was to be obtained from the Public Works Administration. The estimated total cost approximated \$363,000. There was little active opposition, and the proposition carried by a vote of ten to one.

The school board had employed the services of the firm of Dougher, Rich, and Woodburn, architects of Des Moines, to draw up plans

and estimates. The buildings to be replaced were the Bryant School, the Lincoln School, and the Lowell School. The Garfield building



Floor Plans, Bryant School, Boone, Iowa.—Dougher, Rich & Woodburn, Architects, Des Moines, Iowa.

¹Superintendent of Schools, Boone, Iowa.



Exterior, Lowell School, Boone, Iowa.—Dougher, Rich & Woodburn, Architects, Des Moines, Iowa.



The gymnasium-community room in the Lincoln School has adjoining it a kitchenette where meals are prepared for social gatherings of students and adults.

was to be remodeled, two rooms to be added to relieve congestion and to move the kindergarten out of the basement. There was no problem of sites for the buildings involved. The sites of the old buildings were satisfactory in all respects, although additional lots were purchased in three instances to enlarge the playground area.

The contracts were let for all of the buildings at the following figures:

Bryant School:

General Contract	\$ 71,585
Heating and Plumbing....	13,500
Lighting	3,021

Total.....

Lincoln School:

General Contract	\$72,400
Heating and Plumbing....	13,150
Lighting	2,956

Total.....

Lowell School:

General Contract	\$71,314
Heating and Plumbing....	12,950
Lighting	2,746

Total.....

Garfield School:

General Contract	\$18,300
------------------------	----------

Heating and Plumbing....	0,260
Lighting	1,294
Total.....	\$25,854
	\$ 25,854
Grand Total.....	\$289,476

Contracts for equipment totaled approximately \$25,000. This included all seating furniture, office desks, tables and chairs, folding chairs, and tables for the community room, window shades, gymnasium equipment, stage equipment, clock system, lighting fixtures, and stokers.

The remaining balance of the \$363,000 was used in payment of interest on bonds, architects' fees, purchase of additional land for enlarging playgrounds, and various changes made in original plans under contract.

The initial, major administrative problem was one of housing some 1300 children in the three remaining elementary schools during the process of construction. Basements were renovated, temporary partitions built, and all available space put to use. One small church was rented for use during this period. Many of the children lived so far from the schools which they had to attend that transportation needed to be provided. During the whole period of one and one half years these children were

carried, first in two old buses purchased from a near-by consolidated school and later, because of the need for better facilities, by the Boone Bus Service under direct contract with the board. This program went ahead without the loss of schooltime and without injury or accident to the children.

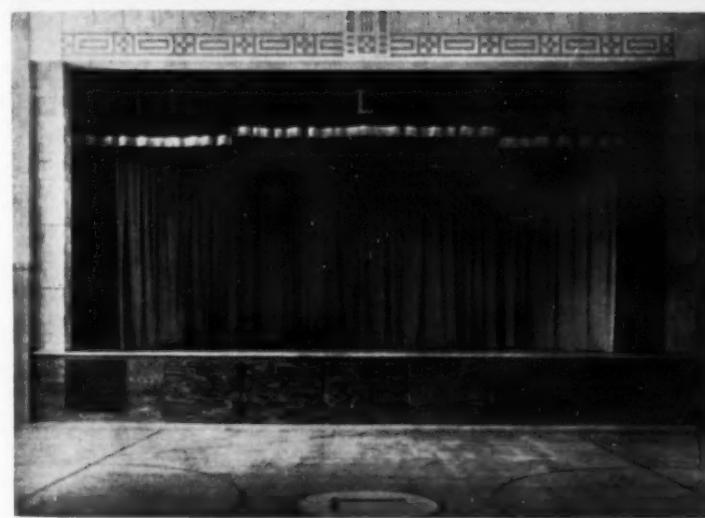
The general plan of all three new buildings is very much the same. The floor plan printed is that of the Bryant School. The major variation in the three buildings lies in the location of the kindergarten. Care was taken to have this room, with its large window space and bay window, on the south to make the most of the sunlight. Because the three buildings face in different directions, the placement of the kindergarten varies in its relation to the rest of the building. In all other particulars the floor plans are similar.

At one end of the buildings is located the community room designed with a threefold purpose; first, as a gymnasium; second, as an auditorium with full-sized stage; finally, as a room available for community affairs such as programs, banquets, etc. The gymnasium floor is 35 ft. by 58 ft. 9 in. The floor is hard maple and is marked for basketball, indoor kittenball, and other physical-training activities. The basketball standards are so constructed as to permit lowering the heights of the baskets for smaller children. It has long seemed impractical to some physical-education instructors, to compel small children to throw a basketball to the height required for an adult. These standards permit the baskets to be lowered to eight feet from the official 10 feet. The coaches in the Boone system have endorsed this innovation as a help in eliminating bad habits of co-ordination often developed by youngsters attempting to throw an adult ball the official height, habits which later have to be overcome when the child becomes an athlete. The usual gymnasium floor mats are provided as a part of the equipment. These are of small size for easy handling by children. Several can be put together when larger mats are desired. A battery of shoe lockers set into the wall completes the gymnasium equipment.

For use as an auditorium, the room is provided with a large stage (33 ft. 8 in. by 15 ft. 10½ in.) splendidly equipped with velour front curtain and tan-colored cyclorama. There are two rows of border lights, permitting the use of red, blue, or white bulbs. A large motion-picture curtain has been installed. At one side of the stage is a dressing room of moderate size while at the other side is a room provided with toilet and showers. Two hundred and fifty steel folding chairs are stored on carriages which roll in under the stage floor. The room will seat 300 people comfortably. The ceiling of the main room is the full two stories high and from the hallway of the second floor a window has been arranged to facilitate the use of a movie projector.

As a banquet hall the facilities are equally good. Just off the main floor a handy kitchenette is built with adequate cupboard space, large sink, electric connections for kitchen equipment, and ample serving window. Twelve folding tables, each accommodating 10 people, are stored on the carriages under the stage. This makes available for use by PTA organizations, or any other community groups, a splendid banquet setup.

The major portion of the building is composed of eight classrooms averaging 22 by 34 ft., in size and a kindergarten of larger dimen-



Upper left: a second-grade room equipped with movable furniture that is typical of all the new buildings. Upper right: the front end of a kindergarten showing the circle, the storage cabinets, bookcase, and entrance to the children's toilet. Lower left: each stage has specially constructed spaces for storing the movable steel seating. Lower right: a typical corridor looking toward the auditorium.

sions. All rooms are provided with five windows. Ventilation is controlled by the adjustment of upper and lower panels of these windows. These panels tilt so as to protect the children from direct drafts. The standard classrooms are each equipped with slate blackboard with tackboard above.

In each room artificial lighting is provided by six fixtures automatically controlled by photostatic cell units. The two rows of lights, three in each, are so connected to the automatic unit that the inner row will come on first, thereby assuring those pupils in the darkest corners adequate lighting. The personal element always present when the turning on of the lights is left to the teacher, is eliminated by this arrangement, and the eyesight of the children effectively safeguarded.

The first-grade room of each building is equipped in the rear with a wardrobe cabinet accommodating 30 to 40 pupils. This cabinet is built into the wall and provided with five doors which may be opened in unison or individually. The smaller children are thereby kept segregated from the large group of older children who use the steel lockers which line the halls. All rooms are provided with a teacher's closet and a library closet with proper shelving. The floors are attractive patterns of asphalt tile. All furniture is movable, permitting any type of teaching arrangement. A reading table, teacher's desk and chair, with

two visitors' chairs complete the furniture for the rooms.

One of the classrooms in each building is designated as a music room and is so equipped. A piano, radio, victrola, and 50 steel folding chairs of juvenile height are provided for this room. The other classroom not definitely assigned for a specific grade is used as an ungraded or opportunity room.

Perhaps the most distinctive room in point of attractiveness and arrangement is the kindergarten. The wood trim of two of these rooms is rift oak, while in the third new building it is knotty pine. Each kindergarten has a wardrobe cabinet recessed in a wall and enclosed with five folding doors working in unison. A toilet is provided with juvenile stool and lavatory. A blackboard at the front of the room is supplemented about the walls with large bulletin-board space. An aquarium of inlaid tile is located just within the arc of the large bay window. A play circle of proper dimensions is inlaid in the asphalt-tile floor. A juvenile-height drinking fountain is placed just outside the door leading to the outside vestibule. A glass built-in cupboard completes the storage space. The furniture equipment is of standard type.

The teachers' rest room has a toilet and lavatory room attached, also a wardrobe closet. It is tastefully equipped with modern steel, chromium-plated tubular furniture.

The office suite consists of an outer lobby opening off from which are the principal's office and the nurse's office. An administration storage and machine room adjoin the outer lobby. A toilet, lavatory and closet are connected with the first-aid room.

Toilets and lavatories for the boys and girls are placed on each floor. The walls of these rooms are finished in glazed tile, and are provided with excellent mirrors. The halls and toilets are finished with terrazzo flooring of attractive designs and colors.

The heating unit is located in the basement and is automatically controlled by thermostats in each room. The boiler is fed by an under-feed stoker assuring well-balanced heat control. All main light switches and clock controls are placed in the boiler room. All plumbing and piping is so arranged under the first floor as to be readily accessible for repair work when necessary.

The members of the board of education who were responsible for the project were Henry L. Wallace, president; Arthur J. Eddy; J. R. Erickson; Harold L. Fisher; Fay Boak; Harley Edgerton; Seifert Tesdahl; Ralph M. Wilson, treasurer; and L. R. Johnson, secretary. C. E. Lindman served as building superintendent during construction. These men gave unstintingly of their time and energy that Boone might be equipped in a manner worthy of a modern school system.



All craft activities in the Boettcher School lead to the development of manual skills that have both educational and vocational values. Loom weaving and pottery are popular activities.

Denver Builds for Its Crippled Children

A. Helen Anderson¹

The latest addition to the plant of the Denver public schools is a school for crippled children. The total cost of construction, for building and equipment, was \$388,660. Of this sum, \$168,750 was met by a PWA grant, and \$193,572 was given by Mr. and Mrs. Claude K. Boettcher and the Boettcher Foundation, in honor of Charles Boettcher, Colorado pioneer and father of Claude K. Boettcher. The building has been named The Charles Boettcher School. The Denver School District, to which the building was deeded outright, provided the remaining cost of \$26,338.

The Charles Boettcher School meets a long-felt need. Hospital facilities for crippled children have been provided for many years at the Children's Hospital, which is probably the best known institution of its kind in the United States. Endowed by the late Harry Tammen and recipient of the continued generosity of Mrs. Tammen, the institution provides the most modern equipment for the treatment of the crippled child. Its hydrotherapy pavilion is known throughout the country.

Need of Separate School

But, until now, there has been no educational program for children who, though not hospitalized, are unable to cope with the routine of normal school life. This lack was a matter of concern to the board of education, particularly to Mrs. Dorothea Kunsmiller, vice-president of the board who, for many years, has voiced the need for a school built especially for crippled children.

An effort was made to provide such a build-

ing by including its construction in an extensive school building program submitted to a vote of the people in 1938. The proposed bonds were defeated; and, seemingly, the idea of a school for crippled children.

But along came the Boettchers. Could the

PWA grant still be secured? If so, the Boettchers would supply the remaining 55 per cent of the total needed. The PWA grant was forthcoming, and the Boettcher gift was assured.

But, the modest building originally planned

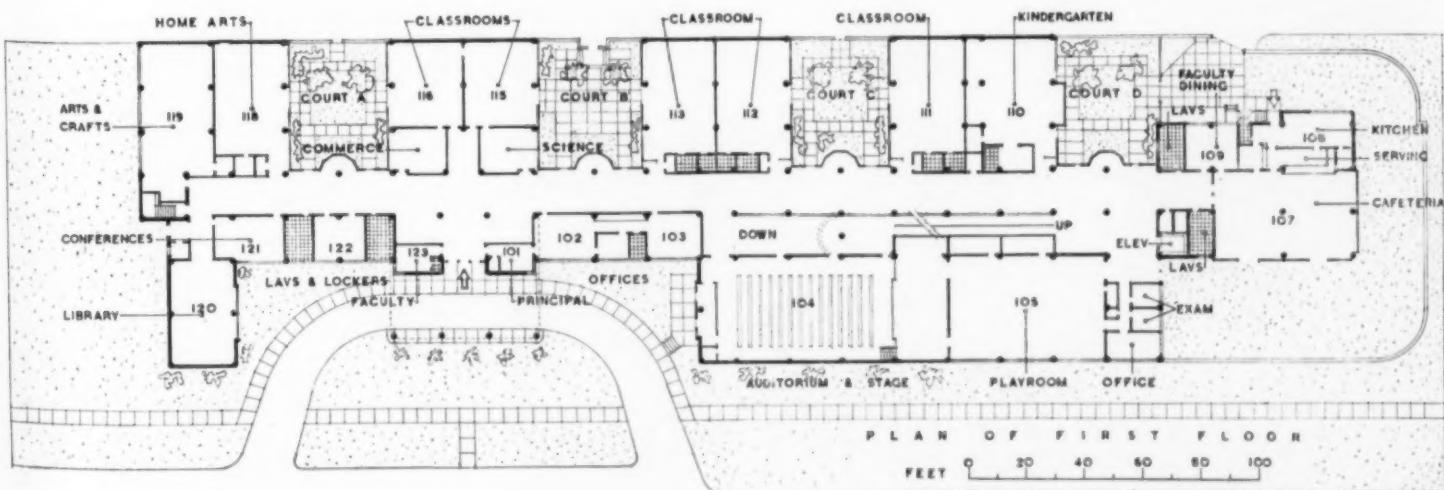
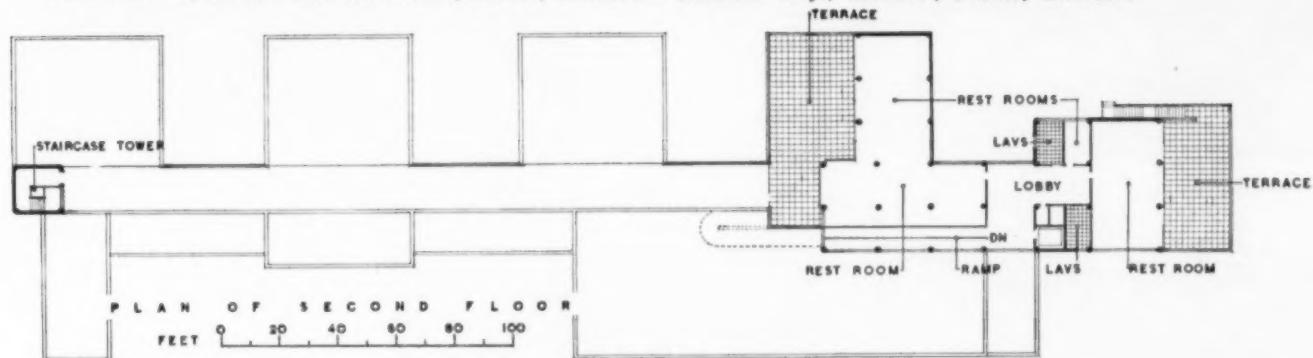


The north end of the Boettcher School building showing the cafeteria which is entirely enclosed with glass.

¹Supervisor of Publications, Denver, Colo.



Main Entrance, Charles Boettcher School, Denver, Colorado.—Burnham Hoyt, Architect, Denver, Colorado.



Floor Plans, Charles Boettcher School, Denver, Colorado.—Burnham Hoyt, Architect, Denver, Colorado.



Upper left: a happy lunchroom group. Upper right: adequate rest in a cool, well ventilated room is a feature of the daily program. Lower left: easy ramps lead from floor to floor. Lower right: the outer walls of the corridor are glass from floor to ceiling.



The auditorium has a completely equipped stage and is widely used for dramatics and entertainments.

was not the Boettcher idea of a school for crippled children! The Boettcher offer went up, and the PWA grant climbed with it. The result was an entirely new plan, and the completed building is one of the most beautiful of its kind in the country.

The Site

The site chosen is directly across the street from the Children's Hospital. The two buildings are connected by a tunnel, built under a main thoroughfare. Thus, the school may be attended by patients from the hospital, who make the trip by wheel chairs or beds. And pupils of the school may, in turn, have the benefit of using the pools of the hospital's hydrotherapy department.

This arrangement more than compensates for certain disadvantages in the site. The building is definitely in a hospital zone, and much too close to main traffic arteries. The surrounding scene is far too urban. But what are views and traffic in comparison with the opportunity of living right across the street from the Children's Hospital, whose neighborly spirit and interest are already vital factors in the development of the school. And what an adventure for the patient who is allowed to leave his hospital room to go to school, transported by wheel chair through an exciting

tunnel that terminates at the ramp and elevator of the Boettcher School.

The Plan Is Open

And there are ways of planning a building so that the disadvantages of the vicinity are minimized. Burnham Hoyt, the architect, did just that. A long, narrow lot on a "through" street had no terrors for him. The long lot has made possible a one-corridor school. All rooms open on this corridor, which, by the way, is 343 ft. long. The building itself measures 429 ft. in length.

Gymnasium, cafeteria, auditorium, offices, and clinics, to which quiet is not an absolute essential, are all located on the street side of the building. Classrooms are on the alley side. But the alley is hidden by a high wall. The classrooms open on courts, enclosed by the all-glass side walls of the classrooms and the wall hiding the alley. These open courts which may be used as play spaces or open-air classrooms, are reached from the classrooms by double glass doors.

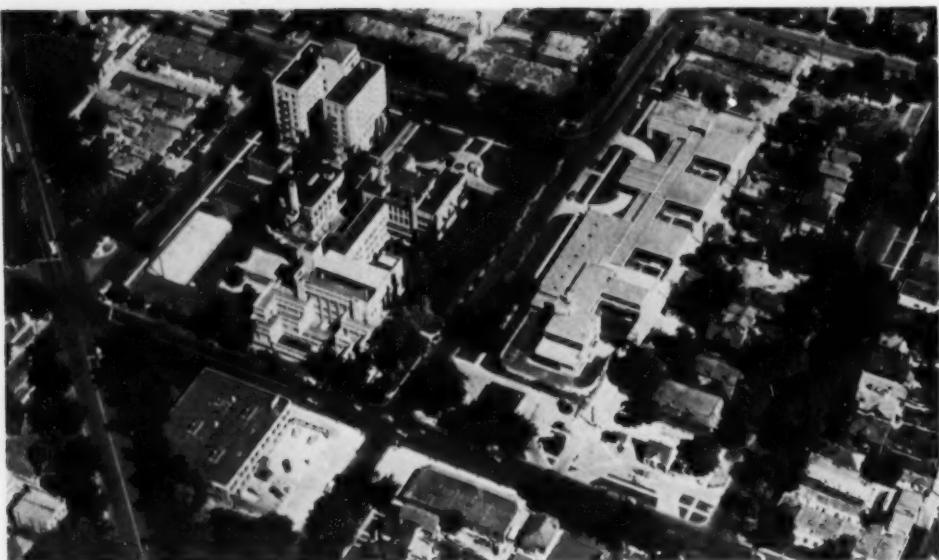
Besides classrooms, the building includes a library, a home-economics laboratory, an art and handicraft studio, a science laboratory, a gymnasium, a cafeteria, an auditorium, clinics,



The library affords happy opportunities for reading which will develop fine leisure habits.



Upper left: an attractive cafeteria fully sound proofed and fitted with modern furniture provides nourishing, warm lunches. Upper right: the home economics laboratory is arranged on the unit basis for both cooking and sewing. Lower left: the library is a high, airy room. Lower right: the primary classroom is fitted with both desks as well as chairs and tables.



An air view of the Boettcher School and of the Children's Hospital across the street.



The gymnasium is attractive in color of walls, floor, and ceiling.

and rest rooms. Lavatories adjoin nearly every classroom.

The second floor, reached by ramp or eleva-

tor, is given over to rest rooms. Almost entirely enclosed by glass, these rooms open on spacious sun decks. Handrails are available

everywhere, ready for the pupil who needs to steady himself.

Fireproof Construction

The building is of fireproof construction, with a pan-type concrete floor; the ceiling slabs are supported by concrete columns. The exterior is faced with light-green, precast, concrete slabs. This color was achieved by using fragments of green and white quartz, exposed on the surface.

It is of interest that shrinkage in this material, always a problem with precast cement slabs, was practically eliminated by a special process. The slabs, after surplus moisture had been extracted, were placed in large cylinders in contact with live steam, under a pressure of 125 pounds per square inch. The slabs were left in these cylinders from 24 to 30 hours. In addition to reducing shrinkage, this treatment strengthened the material to an extraordinary degree. Architecturally, the building is ultramodern. Nevertheless, there is something reminiscent of colonial days in the simplicity of the white pillars of the portico.

Scope of School

The Charles Boettcher School will serve pupils from the kindergarten through the twelfth grade. Built to accommodate 250 pupils, it already has enrolled 80 pupils. The school district provides bus or taxi service for all. Lunch is served daily in the school cafeteria. Recently, Mr. Claude Boettcher wrote a check to cover the cost of lunches for the year for pupils whose parents cannot afford to pay.

Mrs. Catherine D. Hays, the principal of the school, has been especially trained for her position. The school faculty comprises five members. A nurse, an attendant, custodians, and lunchroom workers complete the staff.

Construction Details

Area	
First floor	29,539 sq. ft.
Second floor	5,426 sq. ft.
Basement	3,582 sq. ft.
Tunnel	2,188 sq. ft.
Total	40,735 sq. ft.
Total cubic contents	544,186 cu. ft.
Cost per cubic foot	.55 cents
Length of building	429 feet
Length of corridor, first floor	343 feet
Cost of building	\$301,350
Cost of equipment	26,173
Cost of land	61,136
Total cost	\$388,660

Workshop in a Rural High School Building

Louis M. Roehl¹

Requirements of the Shop in a Rural High School

1. Floor space large enough to permit a class of 24 boys to engage in several kinds of shopwork at the same time without interfering with one another.
2. A floor such as cement on which may be done repairwork on farm machinery.
3. An entrance large enough to admit farm

machinery — not less than 10 ft. and preferably 12 ft. wide — equipped with an overhead door.

4. A common outside door at the rear of the shop and at least one other common outside door.

5. A good grade entrance.

6. Clear floor space inside in front of the big door for work on machinery and for large construction work.

7. A chimney and at least one forge.

8. Ample light, both natural and artificial, to allow work at any place on the floor of the shop.

9. Storage facilities, for lumber, iron, supplies, and such work as may be in the process of con-

struction or repair by pupils in the shop classes.

10. Equipment such as is used by those in the farming occupation and residents of the small towns.

Teachers of vocational agriculture and school administrators prefer having their classroom and shop in two adjoining rooms rather than in the same room or in different parts of the same building. Such an arrangement is shown in the accompanying drawing. It is desirable that the shop and classroom be

¹Professor of Farm Shop Work, New York State College of Agriculture, Cornell University, Ithaca, N. Y.

in the rear to one side of a back wing of the main building, or it may be the entire width of the wing. If the entire width is used, windows are placed at both sides of the rooms. If only part of the width is used, as in this plan, windows can be at one side only.

Both the classroom and shop are planned for 24 boys. A rolling door 9 ft. wide is placed between the rooms, the doors rolling into the partition. This is preferable to swinging doors because of the added space that is thus provided where swinging doors require floor space. By this arrangement both rooms may be used at the same time for two groups of boys by merely closing the doors, or the entire floor space may be used for school and community fairs. Having them open, aids the teacher in supervising work that may be going on in both places at the same time.

Ample artificial lights are provided: 4 ceiling lights in the classroom, 9 in the shop, and 1 in the milk-testing corner. One ceiling light is placed in the storage room. Switches and outlets are placed at the doors. Service outlets are placed on the walls of both classroom and shop at many convenient places for connecting projector and extension cords and for the motors that run the grinders, drill, and lathes.

A 220-volt outlet is placed so that power for the saw and jointer need not be carried by cords but is at a point on the floor near the machines.

Advantages of Classroom Arrangement

The classroom arrangement suggested has found favor with teachers of agriculture. At his table each pupil may get individual attention by the teacher with minimum annoyance to others. A blackboard is placed all the way across the front of the room. Ample storage cases and shelves are provided for books, papers and bulletins, and other classroom needs. A special bulletin rack for storing and exhibiting bulletins is at one end of the room. The bulletin board is placed at the side of the door. This location tends to keep the board active.

In communities where dairying is the main farm industry, a wall may be built around the space that is used for milk testing. Enclosing the equipment tends to keep it cleaner than is likely to be the case where it is exposed to the dust incident to shop activities. The open space, however, lends itself better for demonstration to the group. It will be noted that a sink, storage cabinet, and table for the centrifuge are provided. It is placed where natural light is good for the work.

Storage space for shop supplies is a necessity in any well-planned shop. A small room is provided. In it are placed cases, and shelving and a light with a switch at the door.

Large Door Needed

Success in carrying on the shopwork that attends agriculture depends largely on the door of the shop. A shop minus a door large enough to admit machinery is not likely to see farm mechanics carried on in it that fully satisfies the farming needs. Doors that swing out are not desirable in parts of the country where snow and ice interfere with their operation in the winter months. Doors that swing

in take up considerable wall and floor space. The overhead door is the answer. It requires no floor space and is easy to manipulate. Near the big door is placed a common outside door, the use of which is obvious. Since machinery repairing is one of the major kinds of work to be done in the shop, the door should not be less than 10 ft. wide, and one 12 ft. wide is still better. This size admits all common machines and allows sizeable construction work such as hayracks, trailers, and portable chicken houses, to be done inside on the floor of the shop in the winter months.

The floor space in front of the big door is left clear so that machines may be run in at any time without moving benches or other pieces of shop equipment. This part of the shop should be built with a concrete floor.

Repairing Farm Machinery

No shop course is complete without including work in overhauling farm machinery and tractors. Work arising in machinery repairing requires a forge. In this plan one is placed in the rear corner with a sheet-metal canopy built over it as indicated by the dotted lines. A chimney is built outside the full height of the building. It is better than to try and draw the smoke of the forge to the main chimney of the building since that, as a general thing, is far from where the work is to be done.

The drill press is placed near the forge next to the door. This may be either hand or motor driven. Since farmers are likely to have the hand-power drill it seems that such a drill be better placed here. In many schools there may be need for two drills. In that event the second drill may be of the motor-driven type. This may then be placed on the long metalworking bench.

A metal-working bench equipped with a metal vise and a motor-driven grinder, is placed at the wall near the forge. By this arrangement the boys working in this corner of the shop at machinery repairing will have about the same equipment that was used by the local blacksmith and like that needed for similar work on their farms.

The rack for storage of lumber and iron is placed on the rear wall of the shop. This space is least desirable from the standpoint of natural light.

After boys in a shop course of training have learned to do carpentry work by the

use of hand tools there may be occasion to work up lumber by the use of power machines for farm and home appliances. The saw and jointer are placed near the back wall of the shop in a position to allow boards at least 16 ft. long to be run through in opposite directions. Machines run with individual motors have been found preferable to combination machines. The elements of danger incident to the use of the latter is quite pronounced in school shops. Work at these machines does not require as good light as does work at the benches.

Placement of Equipment

A long sink is placed at the rear wall of the shop for cleaning crosscut saws and other similar work.

A case for the carpentry tools and a storage cabinet are placed on the wall of the shop near where the tools will be used. The lower part of the cabinet is at least 18 in. deep and 30 in. high. It is fitted with shelves and doors and space for storage purposes. The upper part is 10½ in. deep and is fitted with two pairs of swinging doors. Tools are then hung on racks on the walls of the case and on the insides of the doors.

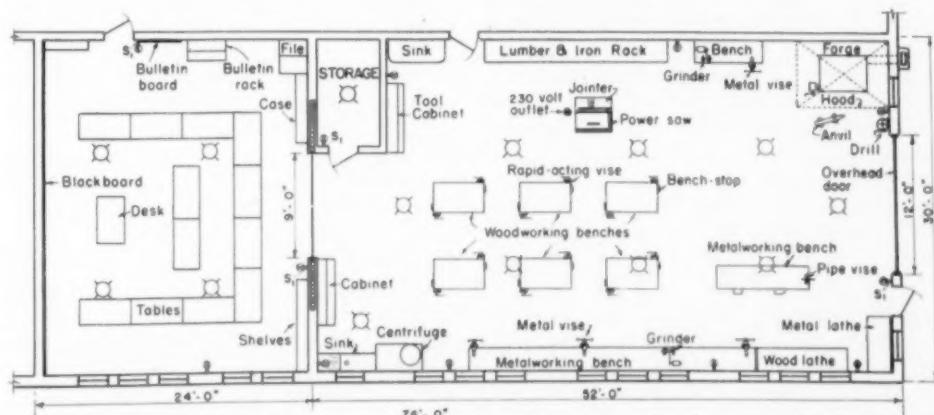
A long bench, equipped with three machinist vises and a grinder, is built in front of the windows.

The wood lathe is placed in front of the windows next to the long bench, and the metal lathe is in front of the window at the end of the shop.

The metalworking bench out on the floor is equipped with a pipe vise and stakes for sheet-metal work. This bench is covered with sheet steel and is used for pipe fitting, soldering, and sheet-metal work.

The 6 double benches are for woodwork; it is suggested that they be 32 in. wide and 54 in. long. Each is equipped with two rapid-acting vises and two bench stops. They are not fastened to the floor. Having them loose makes possible better arranging the shop for fairs and using the space for intensive night-school work in farm machinery repairing and large construction work.

A shop of these dimensions, thus arranged and equipped with the tools and machines, makes it possible for a teacher to conduct a class of 24 at one time and do the work that arises on the farms and in the homes of any rural community.



Rural shop section for average small rural high school.

What Sick-Leave Provision Should Be Made for the Non-Certificated School Employees?

Harry K. Young¹

There is considerable diversity of opinion among school administrators as to what constitutes a fair and justifiable sick-leave provision for noncertified school employees.

Two studies have recently been made with respect to this problem. The first was a nationwide survey conducted to determine the normal amount of time granted. The second was a very recent study of the sick-leave provisions in the largest school systems of the state of California. Both these studies revealed the lack of unanimity of opinion in regard to this fairly important labor policy. For example, one California school system in a community of between 40,000 and 50,000 population had a sick-leave plan which provided 24 days leave a year cumulative to 120 days with three-fourths pay. Another school system in a community of approximately the same size, and not more than 10 miles from the first mentioned city, made no provision for sick leave whatever.

Not only in the amount of time allowed was there disagreement, but there was disagreement as to who should receive the sick leave. The nation-wide study revealed that secretarial and clerical employees were more likely to be the recipients of such benefits than were the custodial employees. The California study indicated that no such distinction was made between the various types of employees.

What would constitute a fair and just provision for sick leave? The problem is not one that can be lightly considered and then dismissed. It is not a policy that can be settled as one California school administrator seems to have settled it, and I quote, "We just give them the breaks."

Value of Sick-Leave Allowances

There are several important reasons why a definite sick-leave provision should be established for noncertified school employees. First, it is only humane to allow a certain amount of time with pay for employees who are absent from the service through no fault of their own. Second, noncertified employees generally receive an unattractive wage. A liberal sick-leave policy will help compensate for this usually low income. Third, noncertified employees are sometimes in closer contact with our children than are the certified employees. If these workers are allotted a certain amount of time for sick leave, they are less likely to remain at work when they should be at home or in bed and away from the children. Fourth, the very fact that the great majority of school systems

throughout the country have found it expedient to make a provision for sick leave is an argument in itself for sick leave.

The problem resolves itself into a consideration of the following points: (1) How much sick-leave time should be allowed? (2) How much pay should be given during the sick leave? (3) Should the time allowed be cumulative? (4) Who should be eligible for sick-leave benefits?

It is doubtful whether any absolute solution can be found of the first problem. One way that it can be partially solved is to determine how personnel managers of school systems in general are meeting the problem. Throughout the nation the secretarial and clerical employees of the schools are receiving approximately 12 days sick leave a year. Custodial employees throughout the nation are receiving approximately 10 days sick leave a year. In the very largest California school systems both the custodial and the secretarial employees receive approximately 15 days sick leave a year. In the smaller California school systems (those in communities of 50,000 population or less) the average provision for sick leave is five days a year.

A Suggested Leave Plan

These are all averages. Some school systems are very generous in granting sick-leave privileges. Some fairly large school systems allow no time off with pay because of sickness. Let us assume for the moment that all school systems should grant a certain amount of time for sick leave. If we were to disregard those school systems which allow no sick-leave benefits and then strike a norm among those systems that do allow such benefits, the average sick-leave period would be higher. It would, perhaps, be somewhere around 15 days a year.

Fifteen days a year as a sick-leave privilege may seem to be an extremely liberal provision to some people. Bear in mind, however, that it is approximately the national norm for those school systems granting sick leaves. Bear in mind, too, the fact that the custodial employee does not receive a sizable wage, that his possibilities for advancement are limited, and that such provisions as a liberal sick-leave plan induce the better workers to stay in the school system.

If it is more or less agreed that a plan providing for 15 days sick leave a year is a desirable practice, then let us consider how much pay the worker should receive during those 15 days. Here, again, there is considerable disagreement in actual practice. Some school systems allow full pay for a short period, other systems allow three-fourths or two-thirds pay for a longer period, and still

other systems allow only half pay for a still longer period. One school district allows a number of full days with pay and a number of days with half pay.

This situation makes it practically impossible to establish a positive norm. A rough approximation seems to indicate that the usual practice is to give two-thirds pay for 15 days sick leave.

Should the sick-leave privilege be cumulative? Certainly it is justifiable from the employees standpoint. It may be costly, however, and school boards in smaller communities may have difficulty in defending a policy providing for accumulation of sick-leave time. It may also keep the worker at work when he should be at home since he may wish to accumulate his time. Despite these objections there are many valid reasons why sick-leave provisions should be cumulative.

Cumulative Leave Desirable

If the sick leave is cumulative, those workers who are rarely ill will have an added compensation in case they do have a long illness. Then too, those individuals who are more or less afflicted with chronic illness will not receive more time off with pay because of that chronic illness than will those who are seldom ill. If a doctor's certificate is required to qualify for sick-leave benefits, and about a third of the school systems do require such a certificate, the obvious shirking will be eliminated.

Those school systems that have made sick leave cumulative have found it provident to establish a time limit on the amount of leave that accumulates. Although there is not a great deal of information on this point, in practice the normal limit appears to be around 120 days with two-thirds pay.

Who should qualify for sick-leave benefits? Although a certain amount of discrimination in regard to sick leave exists in various school systems throughout the country, there appears to be no just basis for it. It is pertinent to note that no California school system makes any discrimination between the various types of employees in the time allowed for sick leave.

If an ideal sick-leave plan were to be set up on the basis of what is being done and what should be done, it would provide for 15 days leave a year. Workers would be remunerated during the sick leave on a basis of two thirds of their normal pay. The sick leave would be cumulative to 120 days with the two-thirds pay. There would be no discrimination between the various types of employees. If shirking were suspected, then a doctor's certificate would be required.

There will be school administrators who will consider these provisions too liberal. Remember that these provisions are not as liberal as those already offered by certain school systems, that labor relations policies in the industrial field have favored the workers greatly during the last few years, and that, if school administrators expect to keep their best workers, they must offer better working conditions so long as they are not able to offer higher remuneration.

¹Riverside, Calif.

Organization for Public Administration

Roy F. Hendrickson¹

Public administration consists of the organization of men, money, and materials and their subsequent management to achieve public purposes. Just a pile of bricks does not make a building, so a mass of unco-ordinated men, money, and materials does not make public administration. Organization is needed. There must be a smooth functioning pattern of relationships of time, space, and spirit. Daily communiques from the war zones clearly illustrate the problem. Airplanes, mechanized columns, and infantry must operate in a certain time sequence. The delay of one group may lose the day. These units must also operate in certain spatial relations to each other and in certain highly significant spatial relations to all the other parts of the advancing armies. Finally, as so many communiques have told us, spirit or morale count heavily; it may tip the scales for or against success. Arranging all of these relationships is an organization problem, one which military men have spent much time perfecting. Necessity demands it. Necessity likewise demands it in civil administration, although in that field the price of negligence is often less obvious.

The Importance of Organization

While we are demonstrating our zeal for new personnel techniques, fiscal improvements, public relations, and that vague objective called "better administration," we can profitably turn some attention to the rudiments. Of all the phases of administration, organization is the most elemental. It is the channel — or, more appropriately, the complicated series of channels — through which authority flows from the top to the bottom, and through which, if the management likes, information and suggestions flow from the bottom to the top. It is the arrangement of functions and positions in the manner thought best to achieve a given end. It is the means by which specialization and generalization can be combined in such a way as to enable human beings with finite minds to administer programs of seemingly infinite complexity. It is, in brief, the mechanism through which public policy is executed.

Wherever human beings get together to achieve a common purpose, organization develops. It takes organization to dig a ditch, to handle a threshing crew, or to run a cross-roads store. It takes organization of the most complex sort to maintain a church of wide membership or to operate a big business corporation, an army, or a government. It took organization to build the Egyptian pyramids. It takes it to administer a social security program or a farm program. Something as universal and timeless as this should receive careful attention, and particular attention among those of us who are daily concerned with making various kinds of organizations function properly.

It is an old argument as to whether organization or employees are more important; but, like most such arguments, it overlooks the fact that the truth lies somewhere be-

tween the two extremes. Not even the most perfect organization could get results if operated by wholly incompetent people; and, conversely, not even the most competent personnel could get good results if employed in the worst kind of organization. The history of public administration is full of examples of how bad personnel wrecked good organization plans, and how bad organization plans frustrated excellent personnel. Obviously, personnel and organization are interrelated. The ideal is the best of each, but for the purpose of this discussion it should be kept in mind that the *maximum* usefulness of any kind of personnel, bad or good, cannot be realized without good organization.

Old as organization concepts are, they have not until recently been singled out for special attention and study looking forward to constant improvement and adjustment to new conditions. In the past, organization problems arose and had to be settled, but they were settled incidental to other administrative work. Some were settled by special attention given them by the chief executive of the agency. Some were settled on the basis of recommendations made by special committees. Some were disposed of as incidentals of position classification. There is an uneven but encouraging trend toward functionalizing organization work as a staff service, but this new procedure is likely to justify its existence and maintain a realistic and human approach only when integrated with kindred service functions.

Organization Analysis

The question has sometimes been raised as to whether advice or organization problems can be given by "outsiders." The assumption is, in other words, that no one on the outside can possibly know enough, or learn enough, about the operations of an organization to justify his giving advice to "insiders" or making recommendations for administrative improvement. By inference, the best organization service for any agency can be given by persons who work for that agency every day — persons who are apparently most engrossed in the details of operation. There is a real point to this contention, the point being that administrative planning must be based on knowledge and full understanding of the facts.

On the other hand, the fact that a person knows all the administrative details of an agency may, in itself, disqualify him as an adviser on organization problems. Such questions usually involve relationships and considerations far broader and more objective than the "insider" can supply. The outsider who knows something of organization and management techniques is in a position to make a real contribution in the organization field, not because he knows management techniques, but because he has a detached view and can arrive at recommendations on the basis both of facts and of personal opinions expressed by numerous employees and officials of the agency. Having obtained many opinions and an understanding of the facts and reasons back of these opinions, it is possible to consider the total problem in its proper relationship.

Opportunities for Improvement

Without careful examination, no one can say exactly what, if anything, can be improved in a particular organization; but there are many opportunities and needs for improvement which constantly recur in organization studies. Lines of authority may not be clear and direct. Functions may not be grouped along homogeneous or related lines. Duplication of functions may exist. Administrators may be trying to co-ordinate the efforts of entirely too many immediate subordinates. Authority may not be commensurate with responsibility. Organization terminology may be confusing. The focus of administration may be too far removed from the locus of operations. The operating branches may be seriously hampered because they lack sufficient overhead managerial services of personnel, finance, procurement, and public relations. Delegation of authority may not be sufficient. Minor matters may come to the top and take the time of the men who are paid to concern themselves with far more important matters. Procedures may be outmoded or wasteful of effort. Staff and line functions may not be differentiated. Positions may be built around particular individuals rather than around rational and effective division of labor.

Lines of Authority

One of the first and most important requirements of good organization is that lines of authority be definite, clear, and direct. Everyone in an organization should know who's who. Everyone should know where he fits into the organization pattern. He should know his superiors and his proper relation to them — not so he will know when and where to go to, but so he will know to whom he may go for advice and counsel, to whom he must look for supervision, and to whom he may turn if necessary to find access to still higher authority. Sometimes an organization in which lines of authority are hopelessly confused rationalizes by explaining that clear-cut lines are unnecessary because everyone is so cooperative: it is just "one big happy family." But men cannot do their best, floating aimlessly about in a sea of ill-defined "cooperation." Good intentions or mere cooperation is not enough. To be effective, cooperation must be directed. It must follow some pattern or plan. The best intentions of all of us would not get us to work on time without some direction of traffic by someone who can subordinate individual desires to the achievement of a common goal. So it is in the achievement of any objective. Not only do we need direction or co-ordination, but everyone also needs to know *who* is doing the directing.

It would appear on the surface that an old, well-established organization should present the best example of clarified lines of authority. Age is no such guarantee, however. On the contrary, it may be the cause of confusion. For example, an old organization with an inadequate staff may find it necessary to use its limited personnel for many purposes. So individuals are freely assigned to "odd jobs" although the "odd jobs" may require working

¹Director of Personnel, U. S. Department of Agriculture, Washington, D. C. Reproduced with permission from the Personnel Bulletin, United States Department of Agriculture.

under different supervision. Eventually, the original "odd jobs" develop into potential full-time positions, yet they are by that time split among many existing positions and so integrated with them that removal would jeopardize classification and prestige; hence the results are improper functional allocation, confused lines of authority and supervision, and absence of clear employee understanding of the standards he is expected to meet and the extent to which he is meeting them. In answer to "Who is your administrative superior?" an employee grown old in service of this kind is likely to answer somewhat as follows: "Well, I don't know exactly. I don't seem to be responsible to any one person, but I do report to Mr. A on this, to Mr. B on that, and to Mr. C on other matters."

Sometimes functional bosses are desirable, even inevitable. Frederick W. Taylor's success with functional foremen in the shop is well known. But here we have an excellent example of the danger of overgeneralization in the organization field. Taylor's success in the shop does not mean that the system should be extended upward to the top of the entire organization, thus placing, let us say, four functional foremen over each worker, four functional bosses over each functional foreman, and so on to the top. The chain of command would be hopelessly confused and responsibility disastrously divided. Although "principles" are always dangerous in that they may be considered as dogmas or ready-made answers regardless of circumstances, it is safe to reiterate the principle that lines of authority should be clear and direct. In a large organization the heavy burden of proof for any departure from the rule should rest on the officials desiring such a change.

Delegation of Authority

The most pathetic of all organization scenes is presented by the executive who is literally killing himself by taking work away from his subordinates, thus depriving them of their proper contribution and erecting a barrier against expeditious administration. There is the executive who must see every paper, sign every memorandum, examine every detail, and give personal orders for virtually every move. He believes in spreading himself over the entire organization. As a result, he spreads himself so thin that his effectiveness is lost on his own level and his subordinates are

TRUE VALUES ESSENTIAL

The tendency toward constant experimentation is defective chiefly in that definite goals are seldom set, and that change rather than efficiency is all too frequently the criterion of value. We must not deny the worth-while ness either of experimentation or of change, but when we experiment with human beings, we must know what we seek, and every change must have a more potent reason for its adoption than the mere desire for novelty.—Francis J. Donohue.

stifled. If there is any magic key to effective administration in a large organization, it is probably to be found in every employee's assiduous practice of operating on his own appropriate level—operating in terms of a clear-cut job to which is attached all the authority necessary to carry it out. Positions, it should be noted, have vertical as well as horizontal limits; and by means of a device commonly called control, or vertical co-ordination, these levels of authority are held together and made to function in unison. Large organizations function only through hierarchies of officials, which means delegation of authority and its reciprocal—control. This pyramidal structure combines (1) levels of authority, which gives the organization pyramid its height, (2) kinds of activities or functions, which give it width or area, and (3) co-ordination and span of control, which bring it to a single head at the top.

Span of Control

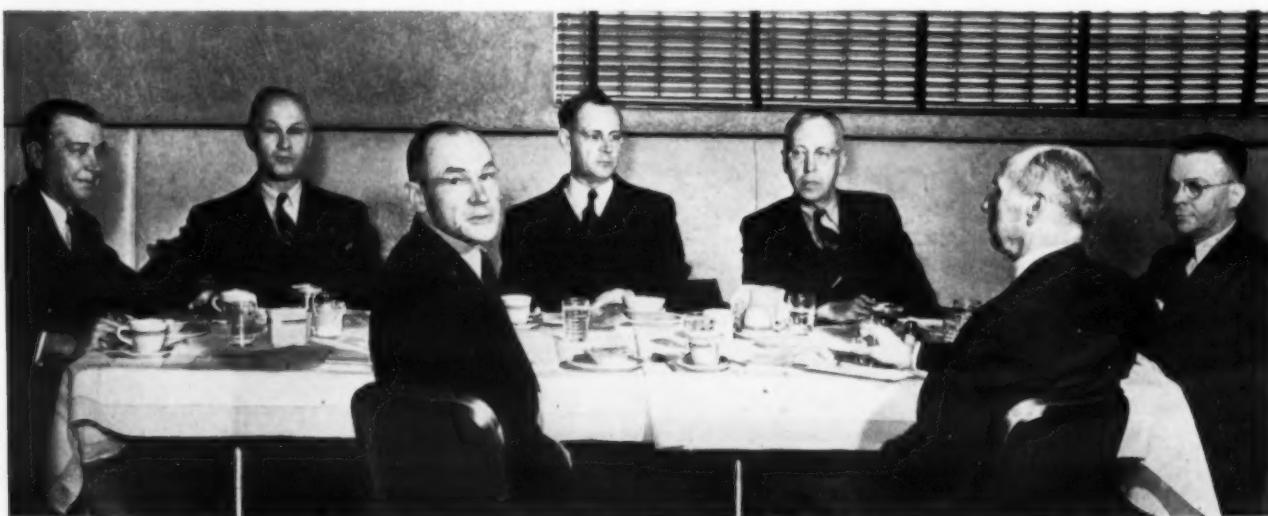
Over how many men can a chief executive exercise effective control? How many different channels of activity can he co-ordinate effectively? There are obviously limitations of some kind, but the experts cannot agree on just where the limits should be placed. Some say that no executive should attempt to supervise more than five persons. Others say seven, others up to 12, and some still higher. Some military men say three. For the most responsible type of civil administration, the consensus seems to favor from three to 12 subordinates. It would be easy to make the dogmatic assertion that a particular number is exactly correct, but the simple

fact is that the appropriate number in one case might be twice what it would be in another. Something depends on the individual capacities of the executive. Much depends on how much diversification of functions is represented by the subordinates. Much depends on the distance between the executive and his subordinates. Much depends on how urgent the functions are and how much of a premium must be placed on speed. Witness, for example, how the war cabinets abroad have been streamlined and the number of the prime minister's immediate subordinates cut down to one fourth or one fifth of normal. Whatever the exact number may be in a given situation, it is obvious that a great many organizations are compelling their executives to operate with a span of administrative control far beyond the ability of the average man. That means ragged edges at the top. Things are not tied together. Policies clash. Vital relationships are neglected.

There is a great deal of glib talk about co-ordination. It is often so general that it ceases to have meaning; but despite the difficulties of definition, it is clear that co-ordination is one of the major tasks of an executive. It is equally clear that he cannot hope to achieve it without a manageable span of control.

What Is the Best Organization

Space forbids the discussion of many other major problems of organization and management, but having used the word "principles" and mentioned three or four organization guides, the question naturally arises: What is the best organization? The answer is simple. There is no such thing. Organizations do not go by absolutes. They do not function as abstractions. They partake of their objectives and are molded by circumstances peculiar to each case. As a means rather than an end, organization must fit the purpose for which it exists. In other words, there is no best organization except in terms of a given situation, and no one can prescribe the form unless all the facts in the situation are fully understood. That is why the function of organization surveys and service has been receiving its recent attention. That is why we must continually examine our administrative structure and make adjustments as necessary so that we may avoid the painful experience of drastic over-all reorganization.



*Board of Education, District Number One, Pueblo, Colorado, at a Luncheon Meeting.
Left to right: W. E. Burney; Dr. George Rice; Dr. Earl Spencer; G. G. Robertson, secretary; E. D. Hoffman, president;
James H. Risley, superintendent; A. B. Chasteen.*

Our School Board Is Going to Meet Tonight Frank Slobetz¹

We have definite convictions about school-board meetings and we feel that we should share them with other boards.

Our board meets ordinarily once a month. There is no fixed date because the president's work does not permit fixing a date. There are seldom over two or three extra meetings during the school year.

A week or so before time for the meeting, our superintendent talks with the president about the time of the meeting. Once this is determined, calls are made from the superintendent's office to the other five members that they may have preliminary notice.

This is the beginning of serious preparation on the part of the superintendent. To us, a board meeting is one of 10 or 12 high lights of the school year. A board meeting is very important. It is full of opportunities and responsibilities. It is the high spot of the month. That feeling calls for gathering information and making plans. A filing folder marked "Board Meetings" is a big help in keeping notes jotted down from time to time.

Our plan calls for preparing and distributing to the members two or three days before a meeting a set of papers in the form of a booklet, which is built around the following outline of agenda:

- I. Statement of Meeting and list of Business.
- II. Copies of Previous Meeting.
- III. Financial Accounting Reports.
- IV. Bills Payable.

An illustration of Part I follows:

BOARD OF EDUCATION MEETING

Jasper, Missouri
January 18, 1941

President Rand has called a regular meeting of the Board, Wednesday, January 22, 7:30 p.m. in the Superintendent's Office.

Business

1. Order.
2. Minutes.
3. Superintendent's Reports.
4. Bills Payable.
5. Insurance policies expiring Feb. 1, 1941:
(Policies are listed).

¹Superintendent of Schools, Jasper, Mo.

6. Mr. H has offered to sell plot of land west of High School Building for playground purposes.

7. Defense Training Program.

8. Question raised by school-board member from X District regarding tuition charge for pupil from there.

9. New typewriters — purchase will be considered.

The "business" will be determined for the most part by the superintendent; however, contacts with the several members will determine some additional problems to be solved.

A board meeting is serious business for the superintendent. He is almost a member of the board; he is a nonvoting member. He must be there and he should have the information needed for board consideration. If the board is to pass laws (policies), it needs accurate information.

Part II consists of copies of previous minutes. Since the superintendent's office transcribes the minutes of the clerk, it is convenient to make mimeographed copies of the transcription to serve both purposes.

The superintendent's reports will include among other things the financial accounting reports. Part III is devoted to these financial reports. The illustrations that follow show copies of the form used. In making his reports to the board, the superintendent regularly discusses the details of this financial picture.

BUDGET APPROPRIATIONS 1940-1941 AND AMOUNTS USED AS OF DATE INDICATED

	Budget Appropriation 1940-1941	Amounts Used As Of (Date)
<i>General Control</i>		
100. School election and census	\$ 15.00	—
105. Other board expenses	70.00	—
150. Salary of Supt. ($\frac{3}{4}$)	1,500.00	—
160. Office Supplies	80.00	—
170. Travel expense	25.00	—
175. Office telephone	50.00	—
Totals	\$1,740.00	()
<i>Instruction</i>		
240. Teachers' salaries	12,860.00	—
250. Elementary textbooks	250.00	—
270. General supplies	215.00	—
282. High school library books	100.00	—
284. Library supplies	20.00	—
Totals	\$1,740.00	()



Mr. H. C. Grubbs
President of the Associated Exhibitors of the National Education Association.

HEADS ASSOCIATED EXHIBITORS

The new president of the Associated Exhibitors of the American Association of School Administrators and of the National Education Association is Mr. H. C. Grubbs, vice-president of the Eri Picture Consultants, of New York City.

Mr. Grubbs has been widely active in the educational trade and has been responsible for much of the work which his firm has done in the development of thoroughly functional visual-education materials.

The Associated Exhibitors are cooperating with the executives of the National Education Association in the exhibit to be made at the Boston convention in July.

290. Commencement expenses	60.00	—
Totals	\$13,505.00	()
<i>Auxiliary Agencies</i>		
313. Transportation	5,000.00	—
<i>Operation of Plant</i>		
500. Janitor's salary	1,000.00	—
510. Janitor's supplies	100.00	—
520. Fuel	280.00	—
530. Water	100.00	—
550. Light	100.00	—
Totals	\$1,580.00	()
<i>Maintenance of Plant</i>		
620. Upkeep of buildings	400.00	—
660. Maintenance of typewriters	75.00	—
Totals	\$ 565.00	()
<i>Fixed Charges</i>		
700. Insurance premiums	260.00	—
<i>Debt Service</i>		
800. Retirement of bonds	2,500.00	—
811. Interest on bonds	605.00	—
820. Distribution expense	8.00	—
Totals	\$3,113.00	()
<i>Capital Outlay</i>		
965. Furniture	320.00	—
Grand Totals	(\$26,083.00)	()

Immediately following the information on finance will be listed the bills payable on the various funds. Each invoice payable will be summarized under the creditor's name. For example:

BILLS PAYABLE ON INCIDENTAL FUND

Code	Name of Creditor (address)	Amount
270	Jenkins Music Company Joplin, Mo.	
	Six Band numbers	\$ 4.02
520	Black Coal Company Jasper, Mo.	
	Twenty-five tons of coal	87.50

And so on with the various funds. A teachers' pay roll is included with the bills payable.

(Concluded on page 83)

FINANCIAL ACCOUNTING REPORT							
CASH RECEIPTS		Fund Distribution					
Source	Budget	Actual Receipts	T. Fund	Int. Fund	PTD Fund	C. B. Fund	Sink Fund
Teachers Apportionment	10,900.00						
Private insurance	250.00						
Vocational Agric	1,300.00						
Princip. Reimbursement	3,600.00						
Conting. Interest Fund	180.00						
Corporation Tax	400.00						
Total Taxes	6,000.00						
H. S. Tuition	1,000.00						
Grade Tuition	1,400.00						
Building Fund	270.00						
Miscellaneous	100.00						
Totals	26,700.00						
Balances of Funds, 7/1/40							
Total Bal and Receipts							
BALANCES OF FUNDS AS OF THIS REPORT							

FINANCIAL ACCOUNTING REPORT							
CASH PAYMENTS		Fund Distribution					
Class	Budget	Actual Expend.	T. Fund	Int. Fund	PTD Fund	C. B. Fund	Sink Fund
General Control	1,780.00						
Instruction	13,800.00						
Auxiliary Agencies	5,000.00						
Operation of Plant	1,580.00						
Maintenance of Plant	540.00						
Fixed Charges	260.00						
Debt Service	3,113.00						
Capital Outlay	320.00						
Grand Totals	(\$26,083.00)						

These Monthly Financial Reports Keep the Jasper Board of Education Aware of the True Status of the District.

Tools for the School Board

Herbert B. Mulford, Esq.¹

Is there any contributor to important civic life less equipped than the average new school-board member? And is there any civic effort more greatly harmed than is public education as the result of absence of adequate tools for the school board?

One is tempted to generalize possibly too sharply in pleading on behalf of the great majority of school boards. Doubtless numerous situations are adequately handled. Nevertheless, the scanty provision for boards and the scantier philosophies of board assistance prompt this emphasis.

When the new school-board member is elected to his or her position, there is a grave tendency to assume that mere interest and reasonably close attention to the routine of board meeting procedures will suffice to provide an approach to even the most serious of school problems. This is a sad mistake. Doubtless there are many cases where proficient superintendents and older board members may provide distinct guidance. But there is much evidence that there are gaps left by both these elements of the cooperative contract. Not only in such cases, but even in those where there is good guidance, there should be specific tools to help any and all recruits to the uncompensated job of school-board member.

The first tool should be a human one — the superintendent, who should definitely and consciously plan to place before his board members well-devised assistance for board self-training in school technicalities and local outlook. This is specially important, because the superintendent is supposed to be almost permanent, while school-board members rapidly pass out of the picture. If some of the older members wish to participate in this conscious assistance, there should be cooperation with the superintendent in planning and executing.

Second in importance, perhaps, is the school-board bookshelf. How many board rooms possess such an adjunct? It should contain a number of well-chosen books, not too long, on subjects that will lead directly into the most important duties of the board. There should be at least a file of important educational magazines, including the *SCHOOL BOARD JOURNAL*. Better still, some of the magazines should go regularly to the homes of the board members. As members of the educational staff read this and similar new material and are specially impressed by the posing or solution of problems directly in the province of boards, notices of such should go to board members. The superintendent should take time out to call to the attention of any members expressing interest those phases of educational literature which most likely will keep this interest alive. This material is largely of nation-wide interest. If there is an active school-board association in a given state, its work, bulletins, convention news, and legislative activities should be brought to the attention of all members as often as significant. Cooperation should be urged.

Altogether too often do professional educators assume that school-board members, specially new ones, get their information about their own district out of the air. There

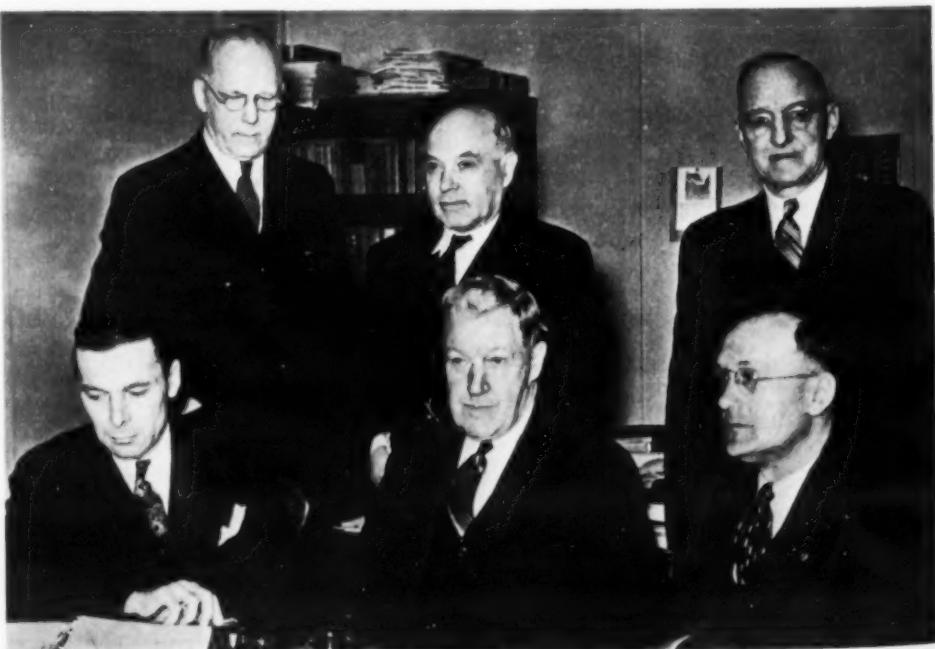
are a thousand and one matters of interest in the work of the school board, about which members will gain information very slowly or not at all unless coached to the work and supplied with the information. Very inquisitive newcomers may ask a host of questions, calling for detailed answers. How much time of the superintendent or his assistants does this take? Of course, it is all part of the day's work, but why not prepare these answers for all comprehensively? The result of this one-time completed job would be a sort of code book of practices, traditions, policies, resolutions, etc. If this document is well prepared with an adequate cross index, and is made available for reading by new members at convenient times, much would be absorbed that otherwise must take up much time of both laymen and professional co-workers, or leave the laymen too much in the dark to permit them to understand for what they are voting at board sessions.

Without wishing to speak invidiously of the ladies on boards, there are several fields of school-board work in which by nature and training they are not usually equipped. These are invariably in law and finance, especially in taxation and general revenue troubles. During the past 10 years of depression influences on tax collections, there has been extraordinary need for a thorough understanding, on the part of all board members, women included, of both the legal and financial aspects of public school support. No woman, or man either, who does not know the inner significance of legal and financial measures that come up before the board for action has a right to vote, unless, perhaps, specially in-

formed on the subject in hand. There should be sufficient data on these subjects at all times to afford all concerned with real information on moot points.

How should all this assistance best be accorded to board members? There are probably numerous devices which serve as board tools to the trade. Some are much better than others. Here are several:

1. Mere absorption of routine and history at board meetings.
 2. Specialized board meetings to consider only educational policies.
 3. Definitely planned meetings of boards and faculty members to discuss school objectives.
 4. Occasional dinner gatherings in the home of the various members or superintendent to discuss special topics which it would take too long to cover in regular board meetings.
 5. Circulation of bulletins by the superintendent over a period of time, covering for new board members past history and policies, and for all members treating of current problems, surveys by faculty commissions and other matters of special interest.
 6. Occasional special assemblies of the whole faculty with the full board to bring about a full understanding of pertinent current problems.
- To suggest that the methods of technique constitute tools of the school board may seem far fetched. Yet tools they are. And superintendents who do not avail themselves to the full of such opportunities to provide them to boards stultify their associates and deprive themselves of a greater measure of forceful and loyal official assistance.



Oakland County, Michigan, Has a New Board of Education.

Show in the above picture from left to right (seated) are: Louis H. Schimmel, Pontiac; Alfred Gale, Waterford township, president; Fred Beckman, Brandon township. Standing, left to right: Superintendent E. J. Lederle; Perry A. Vaughan, Bloomfield township; John E. Erickson, Royal Oak township. The board meets regularly in Pontiac.

¹Wilmette, Ill.

Easing School-Board Pressures

Lyal L. Wells¹

We Americans take our democracy too much for granted. We avoid all the political responsibilities we can; we expect someone else to keep government honest and efficient, and we even forget to vote unless there is some competition or excitement. However, when we think some of our privileges are being interfered with or when taxes begin to pinch, or we want a special favor granted, then we get interested in our government or its officials — for a time at least.

While the governing of a great majority of school systems is in the hands of open-minded, honest men, nevertheless these men are subjected to a great deal of pressure, some vicious, some for worth-while purposes, and a great deal neither particularly good nor bad. Most of it is merely irksome, although unavoidable.

We might list these pressures under three general classifications: personnel, business, and special-group pressures. The most difficult of the three to deal with, since they often involve members of the community, are the pressures exerted for or against individuals in attempts to get them into or out of jobs.

The Job Hunters

It is a common experience of most board members to be called on personally or by telephone, by friends or relatives of candidates for school positions. The jobs wanted range from clerical to teaching, and requests are made for favorable consideration, regardless of the fitness or ability of the applicant. The board members are expected to give help chiefly on the basis of friendship.

Then there are men in every community who apply to individual board members for work as janitors or custodians, and who take up valuable time trying to get favorable consideration for one of these reasons: (1) They need the job. (2) They have a large family to support. (3) They pay taxes. Usually two of these arguments are advanced as if these qualifications (?) are all that is necessary to fit a man for the work. Usually the less qualified the man, the more insistent his claim.

Pressure is sometimes applied for the retention of a favorite teacher. This is especially true in the case of a spectacularly successful football coach who is otherwise quite unfitted. Not so frequent but quite intense is the pressure from parents to have some teacher discharged. This occurs especially when the teacher has applied some well-merited discipline that the same parents failed to apply at home.

Salesmen Are Salesmen

Business pressures are brought to bear in a number of ways. Especially in smaller communities, businessmen are insistent that the schools "buy locally." Occasionally, there are good reasons for the demand; again there are not.

Then there are the businessmen who apply the "I'm going to get my share of the school business" pressure. This, too, is true in small communities, and too often the complainant is one whose prices, quality of goods, or ethics are very much out of line.

¹Member, Ventura, Calif., Board of High School and Junior College Trustees.

Insurance pressure is not rare, applied by the "go-getter" agent, who like the businessman mentioned above, demands his share of the school's business. Apparently no consideration is given to a balanced, economical school-insurance program for the welfare of the community.

Salesman pressure is a common affliction the board member has to put up with. Sometimes it is applied subtly, sometimes not. And salesmen aren't easily put off, that's why they are salesmen. They want business and mean to have it, creating a problem for the board member, who must be courteous but firm in dealing with them.

Group pressures are applied whenever enough people with the same interests decide to do something about a matter. It may be a small group, but it may be a loud group, the loudness being inversely proportionate to the size of the group.

"We want the taxes reduced" pressure is a common one. The request may be just, usually it is unfair. There is always a part of the community that wants to escape the cost of public services, and the levying of taxes is a grave responsibility the board must exercise.

There is the opposite pressure too: the requests for additional services that force an increase in taxation, in new buildings, new courses of study, additional personnel. These and other costs can creep in so gradually that the cause of the trouble isn't realized until it has become a burden.

Labor and Patriotism

There is what might be termed the "capital and labor" pressure, such as, "Shall the contractor building a new building be compelled to use union or nonunion labor? What about the wage scale, etc.?" Some states control hours and wages of labor used on public buildings, but there are certain conflicting pressures applied by both sides.

Sometimes boards experience the "patriotic groups" pressure. It consists of opposition to the use of auditoriums or buildings and arises among patriotic groups who conceive other folks to be subversive or unpatriotic. Sometimes the pressure is honest and well meant; sometimes it is mistaken and prejudiced.

Newspapers may, and usually do, exercise a powerful pressure. It may be good, it may be bad, depending upon the motives of the individuals and interests back of the local paper. As public institutions, the schools should expect the light of publicity to be thrown on them from time to time. So long as the newspaper is fair and the board is honest, there should be no fear of the outcomes.

School employees can and do exert pressures. Teachers as a group, who want something, can usually get it if they are insistent enough. Most of the requests made in this manner are reasonable and beneficial. Many of the suggestions are definitely helpful to the school or children. Teachers as a rule are unselfish.

Other employees may apply group pressure, but because of the smaller size of the groups, it isn't likely to be so successful.

Parents and Pupils

Pupil pressures are often felt. Petitions of various kinds, even strikes, while intense for

a day or two, pass on unless the parents encourage them.

Then there is the PTA, and here school boards must be careful. If the PTA is guided by competent leadership, it can be a great source of benefit to the school, but if it runs wild, somebody suffers.

How may a conscientious board member meet the issues involved, answer them, act, and still rightly formulate proper school policies?

In the first place, an individual board member must realize that as an individual, he has no more right to make board decisions than any other citizen in the community. It is as a part of the group that he has authority to act. The single exception to this rule occurs when the board formally delegates power to one of its members in a given matter. The board member who understands these points has made a great step in the direction of saving himself trouble.

Secondly, he must appreciate the importance of the fact that the board primarily is a policy-forming body and that there is value in delegating to the professional and business executives the power and the responsibility of carrying out these policies.

Firmly but Courteously

To meet specific pressures, special measures of the members should be enacted, or at least understood. For the protection of all members, personnel problems should be referred automatically to the superintendent or business manager. This policy not only protects the members but the school as well. Then, if the officials can apply the rules which the board has put into effect regarding employment, promotion, retention, or dismissal of employees, without exception, the basis of an efficient organization has been laid.

When it comes to business pressures, it should be the unfailing rule of members to refer all matters to the business office for investigation and adjustment. The business official should always report to the board his findings with recommendations. In practically every community, some board members are experienced in certain phases of business. Because of this fact they may give valuable advice and help to the business official. That assistance should, however, be delegated by the board and should not be assumed by the individual. Businessmen and insurance agents in a community should have fair consideration, based on sound business practices, and competently conducted insurance surveys. Salesmen should be politely and firmly discouraged from calling on individual members when seeking school business.

When it comes to group pressures, the board as a body should give public hearings to the representatives of the petitioners, adopting policies and taking action whenever the need arises. Noisy or destructive minorities should be ignored, vicious groups should be discouraged, while well-intentioned but misguided groups should be set straight. The board members as a group, should encourage public hearings, with plenty of publicity, for after all, they are the public's representatives in caring for its schools.

In spite of everything, there will still be people who will attempt to influence board members, and each school board will have to listen courteously and then just as courteously direct the individual or group to the proper executive officials to take care of the requests, complaints, and recommendations.

Make the Teachers' "Visiting Day" More Effective J. E. Clettenberg¹

Some years ago the Palatine board of education granted its professional staff the privilege of using one entire day in each new teaching year for visiting outstanding schools. It was expected that the teachers would return from their "visiting day" with new ideas and inspirations which, in the course of time, would enhance the quality of Palatine's educational efforts on behalf of its children. Since the children of the district were to profit ultimately from "visiting day," the teachers were given their regular pay when they visited other schools at work. Oddly enough no practicable procedure was ever employed whereby the professional staff, meeting together as a responsible planning group, could share experiences after each visiting day, let alone having the staff intelligently, and as a group, plan its own visiting day in terms of what schools might yield most to Palatine's developing educational program! Visiting day, consequently, became just another holiday, peremptorily announced in advance by the head of the school. Nothing challenging or spiritual emerges from irrational following of a mere pattern of action, such as matter-of-fact school visiting, which admirably fails to stimulate creative thinking in teachers, and falls wretchedly short of giving teachers insight into the purposes of American democratic education as developed by the faculty of an excellent school for its particular community. The Palatine board of education, moreover, never learned exactly what benefits came from providing visiting day for its teachers, for no report dealing with it ever came before the board at one of its regular meetings. Such ineffective employment of so fine an in-service teacher-training technique as visiting day discourages its spreading as a dynamic method of indirectly improving children's educational opportunities. Although teachers must be given time off with pay, if they are to compare their own achievements with those of capable teachers in recognized schools, no visiting day should degenerate into simply aping of other teachers' petty teaching devices. It must be spent as one way of aiding teachers to acquire a significantly broad and deep concept of what they, in their own school with its special community, are accomplishing alongside other teachers in certain other schools in other particular communities, for the truly democratic education of the youth of the country.

Planning a Visiting Day

In September, 1938, the faculty of the Palatine elementary school, at one of its professional meetings, considered the problem of its yearly visiting day, deciding that the day must be used as more than a sight-seeing excursion. Each teacher felt that the opportunity of gaining insight into the problems faced in Palatine, by thoughtfully comparing her efforts and her school with the work of able teachers in outstanding schools, was worthy of careful consideration. Thinking in terms of their own developing educational program, and seeking solutions other than their own for the problems arising out of that program, the faculty, planning together as a responsible democratic group, defined their pressing problems in the form of a series

of thought-arousing queries, designed to direct attention toward a careful evaluation of their own work with that of other professional workers in other schools. Visiting day was to be employed in conducting a meaningful survey of other schools, not to disclose educational sensationalism, but to better the educational experiences of Palatine's school children by aiding their teachers in solving pedagogical problems more competently.

Despite their incompleteness in covering the features of any school's program, the questions which the faculty framed did fit the case in hand for they expressed teachers' imminent professional needs. Moreover, they were functional, having grown out of the staff's efforts in evolving an educational program on behalf of Palatine's youth. Every craftsman must occasionally stand back from his creation that he might view it more critically and constructively. Nor were the faculty's queries academic, but were stated in practical language relating to a practical situation. Here is the list of their questions:

I. Philosophy of Education

Does the faculty have a common philosophy of education? Who is responsible for its creation and perpetuation? What is its nature, and is it in written form? Have provisions been made for its constant re-evaluation?

II. Supervision

In what ways do supervisors help teachers constructively? Does the school have a democratic philosophy of supervision? If so, where does ultimate authority reside?

III. Curriculum Construction

What is the nature of the curriculum-construction program? Is the school office, with its mimeograph machine, considered a "curriculum mill" where better instructional materials are constantly being produced to improve the curriculum? Do teachers organize learning units or follow courses of study founded on basic text-

books? Are teachers organized into curriculum committees? What are they, and how do they function? Do interlocking curriculum committees represent grade and high school teachers, even though these levels of education may be divided by being under two separate school boards?

IV. Personnel and Guidance Records

Does the school have a complete and accessible child accounting system, covering the "whole child"? How are these records used? Can Palatine do more for its children in the realm of pupil personnel and guidance work? If so, how?

V. Classroom Instruction

What kind of reading program is being used in the primary, intermediate, and upper grades? How are learning units organized? How much reference and supplementary reading material is needed for a good teaching unit? Do the teachers use one text exclusively in each of the subject-matter fields, or are they free to use a wider variety of material? What, specifically, have other teachers done to individualize instruction? How have other teachers (and schools) solved the problem of maintaining grade "standards" in the face of the need for individualized teaching?

Schools Selected for Definite Features

Visits were arranged with schools whose educational efforts would best supply stimulating and beneficial answers to the questions of the staff. Some schools illustrated particular aspects of a well-rounded program, whereas other schools were interested in altogether different educational features. But, before the faculty went visiting chosen schools, a letter asking permission to survey them was sent in advance to the responsible administrative heads. Each letter requested an appointment for a specific teacher (or number of teachers) upon a particular day, telling the objective of the visit—a precaution which usually results in seeing what is desired under favorable conditions. Visiting schools by previous appointment likewise prepares the way for helpful guide service. Whenever schools are being selected for visiting, a professional staff should never be content with less than the finest in any special field, remembering always that peculiar differences often irre-



*Board of Education, Martins Ferry, Ohio.
Seated (left to right): Dr. E. A. Holley; D. S. Wood, Clerk-Treasurer; D. L. Williams;
Victor J. Kehrer, President.
Standing (left to right): H. A. Sterling; Dr. W. L. Davis.*

¹Palatine, Ill.

vocably distinguish one institution's potentialities and achievements from those of another. Every teacher was encouraged to visit the school which would best assist in the solution of her own difficulty or interest, or contribute to the improvement of her work, while, at the same time, promoting the program of the Palatine elementary school as a whole.

Making the Day Effective

Intelligent modifications in the educational plans of the Palatine elementary school resulted from this improved teacher visitation, because the visits were purposeful and efficient. And the teaching staff, after visiting day, meet around the faculty table and review its findings; at this meeting individual teachers evaluated each other's contributions,

pooling their experiences. Hit or miss observation of commonplace practices in unselected schools had been supplanted by directed observation in fine schools.

Only as teachers grow will their pupils also develop; yet teachers cannot grow from visiting day which lacks professional significance. So teachers must always be encouraged to make their visiting day effective, charging it with personal creativity as well as professional usefulness and stimulation. The continuous reporting to the board of education of constructive help teachers are obtaining from their yearly visits assures the board members that visiting day promotes the welfare of the children; and informed school-board members become more willing to support in-service training of their teachers, especially when they are noticeably effective.

in extraordinary situations all such cases must be settled at least five weeks, and preferably 10 weeks, prior to graduation week.

"2. Indecision concerning, and lack of recognition of, pupils who earn honors is very often before us. About all the value there is in honor is in its recognition. All honor pupils, therefore, should be accorded all due recognition at the same time, not at the expense of any other pupils but honor in honor's name must be extended. Awards and honors are of a public character and should be extended in a public way, preferably as part of the graduation ceremony or a special "honors occasion" since these occasions may bring the parents to the school atmosphere and parents enjoy their children's honor much more than do the children. Seeing to it that lists are given public knowledge and acclaim in such ways as newspaper publicity or announcement on graduation programs is very pleasing to patrons. More rather than less recognition stimulates increasing good will. Any way in which all may receive and enjoy any honor due is helpful. Any name omitted from printed or public lists, for any reason whatsoever, should be publicly mentioned.

"3. Proper spelling of names on diplomas, certificates, lists, awards, and in publicity releases must be meticulously respected. Mixing boys' names with girls' names and vice versa, and having confusion in names where two or more pupils have similar names should be avoided. After all, a pupil's name is his greatest mark of identity and losing this identity is, with parents, an unforgivable error on the school's part.

"4. During graduation days principals, teachers, vice-principals, and counselors are extremely busy. Parents, older brothers and sisters, and others who come to the school, call by telephone, or communicate by letter promptly become resentful when they are not welcomed, attended, and served. Particularly at this season of the year we must not turn over to pupil assistants or to anyone who cannot speak with authority, the responsibility of answering promptly, advising, and meeting those who come to the schools.

"5. Keeping our promises with pupils, parents, and others so that we are not to be judged as being careless, neglectful, and for-

(Concluded on page 79)

GOOD WILL AT GRADUATION

One of the important elements of good will for the schools arises from the courteous treatment accorded pupils and their families at and before graduation. In this connection, Supt. Vierling Kersey, of the Los Angeles school system addressed, in May, 1940, a personal communication to all secondary school principals warning against the dangers of carelessness and discourtesy, and pointing out the important advantages of helpful attitudes and contacts. The communication is worthy of study and emulation by all school authorities and suggests points of view which school-board members may utilize to good advantage. Dr. Kersey writes:

Certain periods of the year bring our office into very close touch with parents and citizens. Out of this relationship, which these periods of the year bring, we gain many suggestions. Some of them grow out of complaints, some of them grow out of well-meaning good will, and some of them are just casual remarks. The purpose of this note is to give you a summary of the constructive values which we have gleaned from these contacts. There is nothing of faultfinding in this note. We have found suggestions in these items, possibly you also will find some.

At the beginning of each school term we hear from hundreds of parents with com-

ments, reactions, requests, and criticisms. Just before and just following holiday periods, we hear from hundreds of our patrons but the most significant period of the year, which brings parents and patrons into contact with our office, is the graduation time. Most of the occasions for the contact with this office may seem critical and trivial to you in the schools who have so much business at these times that individual situations sometimes escape your special attention. We are and must be on the receiving end of these contacts and calls. We must help these people feel better toward our schools.

"As we trace down the ill feeling, the unfavorable attitude, and the critical comments concerning our schools, we find that practically all of them grow out of incidents, implied carelessness, thoughtlessness, or oversight. All of these unfavorable reactions can very easily be corrected. None of them should be allowed to continue. May I tell you some of the most common ones which we should regard with particular concern now that we approach another graduation season?

"1. Failure to notify, before the closing days of graduation activities, those pupils whose work is border line as to whether or not they will graduate. The board of education and this office are firmly convinced that except



Board of Education, Cushing, Oklahoma.

Left to right: R. A. Chandler, member; R. W. Davis, member; J. R. Carter, member; F. A. Davis, president; W. A. Giorda, clerk; W. D. Carr, superintendent; Dr. E. O. Martin, vice-president.

Cadet Teaching—A Cooperative Venture in Teacher Education

Ruth M. Northway¹

Within recent years, institutions which educate elementary teachers have earnestly striven to offer a type of preparation which is progressive and practical, which places emphasis upon scholastic attainment, personal development, and social adjustment, and which substitutes for a theoretical knowledge of the teaching process, practical experiences in the numerous activities normally encountered in actual teaching.

This article attempts a discussion of a practical type of experience which has proved successful in increasing the teaching efficiency of elementary school teachers—cadet teaching.

The Purpose of Cadet Teaching

Briefly, cadet teaching may be described as *supervised student teaching in an off-campus center*, which may be in the city, in a village, or in a rural district. The cadet teacher is expected to participate in as many phases of teacher activity as the personal ability of the student and the resources of the teaching center will permit. Contrary to the traditional conception of teaching which placed major emphasis upon the planning and presentation of lessons before a class, the cadet has a definite responsibility to acquaint himself with the philosophy, personnel, and equipment of the local system; to study and to diagnose individual difficulties of pupils, both scholastic and social, and, in so far as he is able, to prescribe remedial measures; to select and organize a variety of supplementary materials best suited to the needs of the group (slides, supplementary and basic reading material, and materials useful in handwork); to attend faculty meetings; to assist in club work or assembly programs; to participate in various community projects (PTA, Grange, etc.). This broader interpretation of the meaning of student teaching and the resulting increases in the kind of experience offered in the pre-service period is the direct result of a careful observation and study of the needs of many young teachers in their first teaching positions and is in agreement with the broader interpretation of the responsibility of the school in developing the learner socially as well as mentally.

The Organization of a Cadet Teaching Program

Applying for a cadet teacher. Because cadet teaching has proved its value to cooperating local systems, many more requests for cadet teachers are received by the teachers colleges than can be granted. It is perhaps wisest to make application in the spring of the year if cadets are desired in September. However, an early application does not necessarily assure cadet service, since a variety of factors such as the school population, the distance which college supervisors must travel in order to visit the cadet, the philosophy and spirit of the applying school, and the ability and experience of the personnel and the educational resources of the local situation are carefully investigated. Every care is taken to place a cadet in a situation which offers welcome cooperation, and sound educational experience.

¹Cadet Supervisor, State Normal School, Geneseo, N. Y.

Under no circumstances should the cadet be exploited simply to feel a need which local resources cannot supply.

Planning the cadet's program. Since cadet teaching is but one type of experience provided for the prospective teacher, not longer than 10 weeks is usually allowed. Some schools prefer to break this time into two five week periods providing experience in a rural (one-room) school, a village system, or a city center.

Experience has proved that both the cadet and the children gain more if the cadet is assigned to one classroom during the teaching period, for constant adjustment to new children and new material is likely to give the student a feeling of insecurity and to deprive him of the satisfaction of watching a group progress under his teaching.

A gradual induction into the responsibilities of teaching is advocated by many regular teachers who act as sponsors for cadets. Many sponsor teachers allow a few days for getting acquainted with the new situation, a process which involves an investigation of the building, the physical resources of the school, the particular philosophy of the administration, and especially, a close observation of the abilities, potentialities, and difficulties of the children within the particular grade. Directed observation of the sponsor teacher's methods of presentation, the use of materials, and the reactions of the children in certain situations might well be the next step in the gradual induction into teaching.

Many sponsor teachers feel that the experience of actually teaching a class should not be deferred later than the second week. Often subjects which do not require extensive subject-matter background, for example, handwriting, spelling, arithmetic, are assigned to the cadet in the hope that an experience in handling children may not be handicapped by the burden of presenting a large amount of subject matter. Too much responsibility in teaching before the cadet is able to assume it breeds discouragement, a lack of confidence, and a consequent incompetency. By the end of the teaching period, however, it is desirable for the cadet to have experience in all the activities of the grade, in order that he may form a true picture of a normal teaching situation and therefore be able to estimate his ability in handling a similar situation.

The Evaluation of the Cadet's Services

The evaluation of teaching is, at best, a difficult and unsatisfactory procedure, yet without it, there is little hope of progress. Usually, the teachers' college supplements the supervision afforded by the local schools by having a supervisor from the college staff visit the cadet frequently. Conferences with the cadet, the supervisor, the sponsor teacher and the principal should follow such a visit. A cooperative judgment of the cadet's work either through the use of a certain "rating chart" or through a group conference is preferable to placing upon one person the responsibility for failing or passing a cadet in teaching. Items which might be included on a rating chart are:

I. Personal Equipment

1. Vitality.
2. Appearance.
3. Cultural background.
4. Use of English.
5. Voice.

II. Professional Equipment

1. Sympathetic understanding of children.
2. Knowledge of subject matter.
3. Initiative and resourcefulness.
4. Capacity for growth.
5. Dependability.
6. Professional acceptance of criticism.

III. Teaching Procedures

1. Thoroughness of preparation.
2. Ability to select and organize subject matter.
3. Clearness and accuracy in teaching.
4. Skill in questioning and directing discussion.
5. Skill in guidance and leadership.
6. Provision for individual differences.
7. Ability to secure desirable results.
8. Skill in the use of testing techniques.
9. Ability to handle routine.²

The Values of Cadet Teaching

Cadet teaching, according to the testimony of many cooperating centers, is making a real contribution to the preparation of teachers.

To the local school system, this system of off-campus teaching supplies many services of the teachers college, heretofore unavailable. Services which have been actually rendered in cooperation with cadet teaching or as a direct result of contact with the preservice institution include testing programs by trained experts, lecture service, personal supervision and demonstration lessons, library service including an opportunity to examine new texts and teaching materials, slide and film service, clinical service which includes diagnosis of speech difficulties, psychological examinations and suggestions regarding experimental studies in progress in the cooperating center. Sponsor teachers within the system state frankly that cadet teaching has stimulated them professionally, has improved their teaching procedure through new ideas brought by students and through self-analysis of teaching which is necessary for conference with the cadet.

Cadet teaching, if carefully planned and supervised does not exploit children, rather, it provides two teachers for the group, thus increasing the attention possible for the individual child.

Communities unite in praising the work of community-spirited cadets who have participated in local projects and who have increased the contact of school with parents.

The teachers college welcomes cadet teaching as a means of integrating theory and practice and of extending its interest and resources beyond the confines of the campus into areas which must use its teaching products.

It is true that the initiation of a program of cadet teaching presents problems; that it often provides richer learning experiences for teachers and children is also evident. The careful planning and competent supervision of the program is essential, and a cooperative spirit among all participants must be maintained. However, if cadet teaching can continue to stimulate in-service teaching, to enrich child experience and to supplement local resources of material and staff, it should become a popular and profitable venture in teacher education.

²Card used at the State Normal, Geneseo, N. Y.

The School Physician in the Public Health Program

George M. Wheatley, M.D.¹

The school physician has been in the public health program 40 years, yet his function still appears to be ill-defined. At various times he has been described as a clinician in the educational system, a medical inspector, a diagnostician concentrating on children of school age, a defect finder, a medical educator, a medical adviser in the school. The variety in the meaning of these titles would indicate that the goal of the school physician in the public health program has not been clearly defined.

Certainly his function is not as clear cut as the physician in the field of tuberculosis or venereal disease. In each of these public health fields the physician is confined to the discovery of a single disease. Methods of identification are on a fairly objective basis, and programs for the control of these diseases have brought measurable results. The specialists in tuberculosis and venereal disease, moreover, have employed modern laboratory methods to isolate cases from among the masses. By contrast, the school physician's field has included the "whole" child, and his only case-finding tool has been the physical examination. Results in school health programs have been measured by the number of defects found and corrected. To add to the school doctor's predicament, the administrator has frequently burdened him with so large a case load and given him so little time to work that the school examination as a defect-finding method has had little accuracy. One health officer has said: "The school medical officer spends hours in the monotonous task of examining well children, presumably hoping that he may uncover some potential defect at a stage when a medical Demosthenes could not convince the parent or guardian of significance of his findings."

Role of the School Physician

This idea of the school physician as a defect finder has been commonly accepted as his function. It has been kept too prominently before the public. The significance of the usual defects reported among elementary school children has been overrated. The administrator has measured the school health program in terms of how many examinations can be made or how many tonsil defects, nose defects, nutrition defects, or heart defects can be discovered. The school physician has been reluctant to admit to the administrator that many of these "defects," on further investigation by private or clinic physicians, are found not to be defects. Physical defect finding has been the cornerstone of most school health programs and defect finding the one and only function of the school physician. Actually he has a far more important role.

¹The present paper was read before a Meeting of the Medical Society of the State of New York. The author is a pediatric consultant to the New York City Health Department and an assistant medical director of the Metropolitan Life Insurance Company. He has had broad experience in child health work and has had special opportunities for studying the efficiency of school health services.

The school physician can be of greater service by being given the opportunity in the school to give information and to change attitudes about health. This should be his primary function in his day-to-day contacts with parents and children, with educators, and with school nurses. To date, the school has hardly tapped this resource of medical knowledge.

After four years of careful study, we have a better knowledge of the function of the school physician in the New York City program. He is not a medical inspector or a defect finder. The school physician is a medical adviser. We now see the school child where we once saw only a physical defect. We now know that a child with a physical defect is a child with a health problem.

Are these new labels on the old bottles? What do we mean when we describe a child's abnormal health condition as a health problem rather than a defect? What do we mean when we call the school physician a medical adviser? These terms are not merely better words. They give insight into the real nature of the school health service and the work of the physician. They make it easier to understand the physician's function in the school as an adviser.

In the elementary school, health problems are discovered by the classroom teacher and nurse in their day-to-day contacts with children. The child who is losing weight, fatigued, or absent frequently with vague illnesses is brought to the school physician. Many times the best opinion he can give is that because of these symptoms, medical attention is advisable. He cannot be sure that the child has a disease. As a medical man he knows that further investigation should be made. A child with the symptoms just declared may be discovered to have diabetes, rheumatic fever, or he may not be getting sufficient rest. It is more important to refer him to his own physician for further study or treatment than the child with innocent tonsils.

More attention is being paid, therefore, to the day-to-day physical and mental function of children. About half of the physician's time in the school is given to examination of children who are selected by teacher and nurse on the basis of signs or symptoms, or other information suggestive of poor physical function. The New York City board of education recently introduced a pupil health record to promote the day-to-day observation of her pupils by the elementary school classroom teacher. The examination of children selected by the teacher and nurse has been found to be a more productive use of the physician's limited service than the routine examination of every child in the class. Through this process of selection, many children with emotional and behavior disturbances may now come to the school physician's attention. In fact, a study made of teachers' day-to-day observation of pupils in a group of schools in one district revealed that more than 40 per

cent of the reported observations were behavior or emotional signs of symptoms. Many of these children are normal. This gives the school physician the opportunity to explain normal child behavior to the teacher. Some of this behavior responds to relatively simple adjustment within the school when a physician with knowledge of child behavior can give understanding to a principal and teachers. Other children with these signs or symptoms require specialized care of mental hygiene or child guidance clinics. Physical defects are found, of course, but now they can be correlated with the child's day-to-day function and have, therefore, more medical significance.

A health problem challenges the physician and nurse for solution. A defect challenges no one but the statistician. After identifying a health problem the school physician is expected to lend his professional experience to working out a plan, and his professional authority to back up the plan for follow-up. Here is a real opportunity for education of the parent. It has been frequently stated that education in health is measured by whether or not the acquired knowledge leads to action. When the parent takes the child for medical attention on the school physician's recommendation, education has taken place. When the physician works out a solution for a health problem which involves the parent and the school nurse, and sometimes the teacher and principal, he is accomplishing a practical feat of educating all of these individuals. These are the reasons why we prefer the expression "health problems" rather than "defect."

The Examination as a Teaching Device

The emphasis in the past on making more and more examinations has given the physician little time to utilize the school examination as a real teaching device. Health teaching at the time of the examination has been left to the already overworked school nurse. The New York City program has deliberately sacrificed production in terms of examinations performed in order to provide the school physician with the time and the opportunity to carry out this practical health education. We want parents to attend the school examination. This fall about half as many examinations were done as last year, but parent attendance at the examinations increased from 30 per cent a year ago to 60 per cent this year. Each parent who attends the medical examination represents an opportunity for the physician to give information and to change attitudes about health in a family.

How can the school medical examination be an instrument for public health education? First of all, it is an opportunity for the municipal health department to demonstrate, within the educational environment of the school, the value of the medical or "health" examination. This is not a new thought. The school examination has often been referred to as a health examination, but in reality would any educator or physician claim that the usual five-minute going over of the child is a health examination? If the examination in the school is to be a real demonstration of the medical examination, it must be an educational experience for the parent and child. Our efforts for

improving the school examination should not be in the direction of aping the searching clinical and laboratory investigation which it is possible for the clinic or private physician to do. Our efforts should be in the direction of remodeling the much abused school examination into a positive learning experience for the child and parent. Nor should the school attempt to carry out this demonstration procedure as an annual affair. The annual examination will always be a luxury in the school-age group. The demonstration in the school of the examination of an apparently well child should aim to teach the family to expect more of this kind of service from their own physician, whether he is in a private office or clinic.

If the school medical examination is to be a positive teaching device, it must be made a satisfying and a learning experience for parent and child. One of the basic laws of learning is that the individual to be taught must have a readiness to learn. This receptiveness must be cultivated by the school health service even before the physician sees the parent or examines the child. Learning may be blocked through thoughtless preparation for the examination. The child can be prepared by classroom discussion of the examination, by an understanding on the part of the teacher of the procedure of the examination. The teacher's own attitude can be improved if she herself has had a periodic medical examination. The parents' readiness to learn may be developed through careful phrasing of the printed notices which are sent home. A definite appointment for the medical examination, a comfortable chair during the interview with the physician, a courteous reception when she arrives for the appointed examination are all details that set the stage for education to take place. None of these details can be taken for granted. The learning process stops when there is annoyance or irritation.

In addition to the preparation of the parent and child for the examination, other important elements in making the school medical examination an educational process are: (1) the physician's interview with the parent, (2) his attitude toward the child in the procedure of the examination, and (3) the information that he transmits to the classroom teacher and to the nurse to enable them to take care of the individual health needs of the child.

In the interview with the parent, the physician elicits the history about the child, covering the child's development, his illnesses, the health of the members of the family, and the child's living habits. This history taking establishes rapport with the parent, which is very valuable when it is necessary to recommend medical attention for the child. It is also a means of impressing the parent with the importance of knowing how the child functions and about his background in order to estimate his present health status.

Because he asks about the health of other members of the family, the school physician may discover the need for protective health measures among younger or other members of the family. He frequently discovers younger preschool children who have

not received medical supervision, or who have not been vaccinated or received diphtheria immunization. Sometimes an older member of the family will be described as having had a chronic cough which has never been investigated. One of his best opportunities for health guidance occurs when errors connected with the child's living and eating habits are disclosed. Some insight into the magnitude of this problem was given by the report in 1934 of a study of elementary school children made by the New York State Education Department.² Many of the children studied had insufficient sleep. Almost 15 per cent showed listlessness, inattention, irritability, and nervous instability during the day — indicative of fatigue. Thirty per cent of the children with these symptoms had them either at the end of the morning or the afternoon session of school. Of the mothers who were interviewed in this study, 20 per cent reported an hour or less outdoor play at home for their children. The investigation of food habits among these children showed that many had an inadequate amount of milk, that 25 to 50 per cent of them were using tea and coffee regularly, and that the diets of many of the children were low in vegetables and fruits. This is a rich field for the physician to exercise his educational function. The physician actually can set the pace for the health teaching in the classroom when he discovers and emphasizes to the teacher the needs of the individual child. It is an opportunity that has often been missed at the time of the medical examination. In fact, the classroom teacher needs the guidance of the physician if her health instruction is to meet the needs of the individual child.

Educating the Parents

Another educational opportunity occurs through the questions asked by the parent. One parent wants to know if children's baby teeth are important; another will ask about the value of laxatives; another wants to know the effect of diseased tonsils; another, the meaning of the Schick test or the need for immunization. Sometimes there are questions about the proper amount of rest for a child or why the child does not weigh as much as he should according to the height and weight table. When parents ask advice on treatment, the school physician must recommend that this question be asked of the physician who has the responsibility for treating the problem. In fact, he can stress the importance of regular medical supervision. Families with private physicians can be advised to take the child to their own physician for a periodic checkup. Families who use the hospital ambulance service can be enlightened on the indications for calling the ambulance physician. The recent study in New York City on the "Choice and Change of Doctors."³ shows all too clearly the need for public facilities. The following is an illustration of the effective part the health service can play: For the past two years, school physicians and nurses of the health

²O'Neill, F. C., and McCormick, Mary G.: Univ. State N. Y. Bull., No. 1057, 28-55, 69-86 (Dec. 1), 1934.

³Swackhamer, Gladys V., "Committee on Research in Medical Economics," May, 1939, p. 4.

department have interviewed parents at the time of registration in the elementary schools. Parents with family physicians were personally advised to have the entrance examination done by their own physician. In each of these years, 25 per cent of the new admissions in September to schools in the entire city were examined by their family physicians. Four years ago the figure was 14 per cent.

One of the best measures we have of the value of this more intimate relationship with the school physician is the ready response by the parent when medical attention is recommended. The plan for treatment is considered the most important part of the interview. When a defect or a health problem has been discovered, the examination is not considered completed unless a plan for treatment appears on the record. The child's record must show what is going to be done about the condition. We want to know what action is planned by the parent to take care of the problem. Action is the true measure of the educational value of the school medical examination. In fact, one of the severe criticisms leveled against the school health service has been the fruitlessness of an examination in that it did not lead to action. This has been well stated in the report of the New York State Health Commission in 1932 in a discussion of school hygiene.⁴ It was said that "hundreds of thousands of dollars are spent annually in the state for the examination and re-examination of children which discover and rediscover the presence of defects, about which nothing is done by the parents or by the school." To prove that talking with parents is productive, our results in a recent survey show that of children who were examined by the school physician with the parents present during the months of September through January, by the end of the school year five months later, more than half had received the medical attention that had been recommended.

Additional educational opportunities exist for the school physician in the public health program. More frequent conferences by the physician with the principals and teachers would promote a better understanding of health by the teaching staff. Principals carry a great responsibility from day to day, and there should be opportunity for the school physician to discuss health matters with the principal. Teachers will give more attention to the day-to-day health of their pupils if the physician can occasionally confer individually with them. The school physician might do much to quicken the interest of the private physician and the clinic by having the opportunity to explain the purposes and methods of the school health service and other phases of the public health program.

The elementary school physician has been a part of the public health program for most of the life of modern public health. Yet his light has been long hidden under a bushel of defects. It has been thought that his only contribution is defect finding. Most school health programs have not given him a chance to identify accurately health problems among

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Rewards That Defeat Themselves

Robert L. Fairing, Ph.D.¹

The use of rewards as a means of motivation is a time-honored, universal practice. Hence, it is not surprising that we find the schools utilizing systems of awards to attain various desired objectives. With the influx of progressive theories of education the practice of establishing rewards has increased rather than decreased in popularity. The newer emphasis upon positive appeals in contrast to negative appeals, i.e., punishment, has fostered the growth of reward systems.

Educational psychologists readily envision a utopian state where each child finds his reward in the thrill of achievement and the feeling of satisfaction that is a concomitant of a school task well done. However, the millennium is not yet at hand; material gain rather than intrinsic value continues to be a prime source of stimulation. Further, educators, eager to hasten pupil accomplishment, foster the maintenance of the *status quo* by establishing schedules of rewards.

One especially pernicious system of rewards uses early dismissals as the goal to be reached. Under this scheme for getting things done home rooms are rewarded by being dismissed one, two, three, or more class periods early when they behave in certain desired ways. Usually this desired behavior is some co-operative enterprise. Punctuality and regularity of attendance over a prearranged time, the prompt payment of student fees, participation in the collection of sales-tax receipts² to augment the general fund, or participation in the collection of papers and magazines to be sold for the same purpose are examples of pupil cooperation rewarded by early dismissal.

The ills inherent in the use of early dismissals as rewards are many. The greatest of these is the effect upon the pupils themselves. A basic philosophy of modern education is that school should be an enjoyed experience. Learning should be pleasurable. The child should be aided to learn by the joy he derives from his activity in learning. When early dismissals are selected as rewards, the child all too readily perceives that he is expected to want to be dismissed early. School becomes worthy of the effort to avoid it. It is established as a situation to be escaped. Moreover, the child's attitude is so molded that he expects payment in the form of rewards for most of his activities which he does not initiate himself. Co-operation is not fostered—it is destroyed. And the parents—can we look askance at parental requests for early dismissals if we use the same unit as an award? How can we justify our insistence upon punctual and regular attendance if we dismiss pupils early to engender cooperation? Is school time so important that parents should be inconvenienced by awaiting the three-thirty dismissal to go shopping with their child? Should the start of a vacation trip be delayed until the customary time for ringing the dismissal bell when we ring the bell early to reward the cooperative endeavors of pupils? Nor do teachers escape the effects of these rewards. A few, a half, a majority of a class may be

among those favored by early dismissal. Carefully prepared tests or lesson plans must be laid aside until the majority of the class is again present. Drill work or busywork is assigned to fill in the period when only a few of the pupils remain the full school day. When the subject background of a class has been explored and carefully motivated so that the time is ripe for the presentation of new material, such delays dull pupil interest and weaken teacher morale.

As the undesirable effects upon pupils, parents, and teachers are obvious, it may seem that administrators are simply perverse in continuing this means of motivation. There are, however, two great criteria by which the practice has been measured and found satisfactory. First, it is practicable—it works. Second, it involves no budgeting of expenditures—there is no cash outlay.

Despite the factor of practicability which must be admitted, the method may be seriously challenged on the basis of cost. True, there is no immediate outlay of cash, but the costs are great. Over a three-months' period in a medium-size secondary school, enrollment 887, the data presented in Table I were gathered. The first column lists the activities which were rewarded during this time. In the second column is listed the number of home rooms rewarded; the column headed "Pupils" shows the number of children involved. Under the heading "Periods," the products of the number of pupils multiplied by the number of class periods which constituted the reward,

are shown. For the Attendance Contest three class periods are allotted to each home room upon the completion of 25 days of perfect attendance. The room collecting the most paper for the paper sale received three class periods off, second place received two periods, while third place was awarded one class period. The Fee-Collection Contest awarded three periods to each 100 per cent home room. The Tax-Stamp Contest was rewarded by various numbers of class periods, ranging from six to one, based upon the face value of the receipts collected. The approximate cost was determined as follows: Ohio spends, on the average, 48 cents per pupil per day. There are seven class periods in the school day. Therefore each pupil period costs, on the average, 6.9 cents. It is likely that the cost in the school supplying the data is much nearer 15 cents for each pupil period, but the state average gives greater breadth to the implications of the table.

In the final column headed "Returns," we find but two entries, for only two of these contests offer a cash return. The paper sale netted \$120.74.

TABLE I

Contest	Home Rooms	Pupils	Periods	Cost	Returns
Attendance	16	407	1221	\$ 84.25	
Paper Sale	4	127	224	15.46	\$120.74
Fee Collection	21	571	1713	118.20	
Tax Stamp	29	788	2089	144.14	210.00*

*Estimated.

The returns from the Tax-Stamp Contest are not yet completed, but it is expected to approximate \$210. These two items then are on a paying basis in so far as the returns exceed the monetary cost. The attendance contest and fee-collection contest can not be

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A Rural School, School Board, Pupils, Teacher, Superintendent.

A complete picture of a typical mid-western, one-teacher, rural school is presented in the picture of the Fork Prairie School east of Springfield, Illinois. At the left are the three school directors, Earl Sidener, Charles Drillinger, and C. A. Bailey. In the middle are the nineteen pupils who attend the school. At the right are Mrs. Esther Cooper, the teacher, and County Superintendent W. O. Withrow. The school is receiving a certificate of award from the state indicating that it has passed all state requirements as to the course of study, the qualification of the teacher, the physical condition of the building, the upkeep of the site, and such special physical requirements as an adequate library, sanitary lavatory, adequate natural and artificial lighting, ample heating and ventilation.

¹Harding Junior High School, Lakewood, Ohio.

²To increase sales-tax collection, the Ohio tax-stamp receipts are redeemable by charitable or educational institutions at 3 per cent of their face value—.09 per cent of their tax value.

THE AMERICAN School Board Journal

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The Democratic Superintendency

IN THE development of the superintendency no general change has been more significant than the present trend toward greater democracy in the relations of the chief school executive to the school board and to the supervisory and teaching staffs. Since the employment of the first city superintendent more than a hundred years ago, the office has grown through secretarial and co-ordinate-executive stages of development to the present unitary form of organization with exclusive initiative in educational affairs and practically supreme authority over all teaching members of the staff. If the documents of superintendents' associations and the professional literature of school administration can be considered significant, it must be concluded that the movement for the betterment of the superintendency, while wholly directed toward the betterment of the schools, was not democratic in the authority it sought nor on the spirit in which some of the leaders carried on in their official acts. Unconsciously numerous superintendents and some college professors of school administration sought a professional autocracy in all educational and school-business affairs. The phrases "one-man power" and "educational dictator" live in the memory of schoolmen as results of the statements and actions of an unwise minority of city school executives. That the advocates of very much needed growth and betterment in the status of the superintendent should go too far in their claims of his necessary authority and legal rights is readily understood. Without extremists and enthusiasts the superintendents could never have gained the recognition and the status which is not yet complete or entirely universal.

In dealing with their superintendents it is inevitable, under present political and social conditions, that the school boards should more than ever insist upon their prerogatives as the democratic representatives of the community. It is inevitable, too, that they should hold that they are the final legal authority in all planning and policy-making functions, and that they insist upon the right and authority to evaluate the work of the superintendent and the teachers, so far as the general outcomes and debatable aspects of the educational program are concerned. Recent events in many communities indicate that boards of education are conscious of the need for becoming better informed, that they have a clearer understanding of their functions and responsibilities, and that they are taking a far more intelligent part in directing educational policies and evaluating the work of the schools. They have a clearer understanding of the service and efficiency of the superintendent and they are working more closely and democratically with him. The state school boards' association movement is perhaps the strongest evidence of this new desire of school boards to do a better and more efficient job.

The superintendent as a public executive will not continue to grow in the quality and influence of his office, unless he

thoroughly respects the board of education as the source of all legal power and the means of planning and evaluating the schools which the community is paying for.

For the old-time autocratic type of superintendent, what constitutes a troublesome change in the administration of the schools arises from the greater professional ability and the new group consciousness of teachers, principals, and non-teaching school staffs. The address of Supt. A. J. Stoddard, in Atlantic City, on "Democratic Procedures in School Administration" failed to attract the popular attention which the convention sessions on the defense of democracy aroused, but both the informal sections of the paper and the discussions which followed were of lasting significance for school-administrative progress and better administrative practices in city and village schools. The entire session made clear by implication that the steady growth in power which superintendents have enjoyed, during the past three decades, is coming to a dead level, and all thought of autocratic professional control of the schools must give way to more democratic theories and practices and distinctly more democratic relations with the teaching staff.

While it is true that teachers cannot expect to actually administer the schools, they can and must participate in the administrative planning and enjoy freedom of thought and participation within well-defined limits. The administrative help of the teachers in many communities has been distinctly unsatisfactory, but this fact is not a sufficient reason for discontinuing the numerous experiments initiated in recent years. It suggests simply the necessity of defining the scope of the teachers' participation and of developing well-established channels through which they will give voice and effect to their knowledge and experience. Numerous communities might be pointed to in which teachers have satisfactorily aided in the development of salary schedules, in the selection of textbooks, in the organization of curriculums, and in various other valuable professional fields. Where the teachers' council has been competently organized and has acted under intelligent criticism and leadership, this form of administrative help has proved a force that the superintendents and the school boards would not consider discontinuing.

The boards of education have in this development a distinct responsibility for not merely sustaining the democratic movement but for actually leading in it.

Executive Sessions and the Public Press

NEWSPAPERMEN as a rule resent executive school-board sessions and denounce them. The claim is made that school-board meetings deal with public business and hence should be open to the press and the public. The inference is that public officials are engaging in some questionable business or are actually guilty of wrongdoing when they meet behind closed doors.

Occasionally, an editor, however, awakens to the fact that situations do arise in the administration of a school system where publicity must be avoided. This applies particularly to cases where the records of teachers and students come into question.

A secret session was held by a school committee in a New England city, which resulted in the suspension of a high school teacher. The committee's action was taken because of "conduct

unbecoming a teacher and for the good of the service." The incident passed off quietly and without publicity.

An editor who learned later of what had happened approved the action by designating it as a commendable case of secrecy. He then made the following comment:

The school committee has a duty to perform in the selection and continued employment of those who are in a position to exemplify good citizenship and character and it appears to have fulfilled its obligation to both children and parents in its attitude and action in this case.

There are still many parents, in fact they are in the vast majority, who want their children kept sheltered from the stout things of life and the frailties of humanity during their formative years. They want childhood kept sweet and unsophisticated. Above all, they want to have instilled into the receptive minds of their young, a wholesome respect and a desire to follow the laws under which they live and develop. What they seek to provide in the home life of their children, should not be undone in the school hours.

Such parents will appreciate the attitude and action of the school committee in this case and will continue to send their children to the schools with a conviction that their chosen directors of school business and conduct have the moral as well as mental and physical welfare of the children as their consideration of endeavor.

The conclusion here reached by the editor is a sensible one and demonstrates that it is unwise to condemn executive school-board sessions in toto as this is so often done. In most instances, the doors of a meeting are and should be wide open, but there are instances when common sense and a proper regard for the morals of a pupil-constituency closes them.

The Preservation of School Records

THE school authorities of an eastern city recently came to the realization that the records in their keeping were exposed to fire hazards and that serious complications might arise if they were destroyed. The mere matter of insurance would not solve the problem; the records must be protected against possible destruction.

The importance of guarding all records and documents made in the administration of a school system has been demonstrated again and again. Matters of litigation are likely to arise in any school system. While contracts and other documents must be preserved, the simple minutes of the board have historic and social importance. It has happened more than once that a court decision has hinged upon the accuracy and completeness of the records kept by the secretary. There are numerous transactions with the personnel identified with a school system that have an influence far beyond the individuals immediately concerned. More than one businessman and corporation executive has thanked the school authorities for accurate, carefully preserved records of relations with the schools and transactions with the school officials.

The ready accessibility to all important school records, when required, is a matter of orderly and systematic house-keeping. There must be someone in every school system who knows how to file the documents and how to discover them readily when required. And the vaults and files must be of a character that will not permit of destruction by fire or other natural or national calamity. School records should be completely safeguarded.

Better Safety in School Law

SUPERINTENDENT IRA T. CHAPMAN, of Elizabeth, N. J., recently called attention to the fact that "a regard for human welfare has made it wise for the schools to teach safe practices on our highways and streets." As Mr. Chapman further

remarks, "This same regard has made it wise to establish courses of study in safety as it relates to the activities in physical education, home economics, social studies, and science. The entire field of industrial safety is carried on in the shops under the direction of the industrial-arts teachers."

With so broad a field of safety instruction, it appears strange that every phase of safety is not observed in the policies of the school boards, and that in most states some school boards as legal representatives of the school districts are quite negligent about the safety of teachers, janitors, and other school employees. The extremely unfair doctrine of the old common law which holds that the state and its branches cannot be held liable for negligence has unconsciously led to a disregard of safety in school buildings and on school grounds that is wholly out of harmony with the humanitarian purposes represented by the schools as a social instrumentality for personal development of American boys and girls and the growth and perpetuity of our democratic form of life and our democratic political institutions. It is true that most large cities and smaller communities do give careful attention to safety, but these policies are most largely the outcome of the personal responsibility felt by individual teachers and school executives and even by school-board members. What these teachers and principals and school boards feel and do should be translated into the statutes so that it will become universal and as certain as the functioning of the education law.

Civic Values in School-Board Service

THE foreigner who has been reared under a monarchical or dictator government may wonder what are the cohesive factors of democracy in the United States. Upon inquiry, he will learn that it finds its inception in that intelligence and freedom which radiate out of every schoolhouse in the land, every newspaper and radio, and every country store.

There is another factor, however, which cannot be underestimated, namely, the sense of proprietorship in the public schools. This applies to the community and to all the men and women who have had part in the schools as pupils, teachers, and patrons.

It is sometimes said that the businessman who holds a directorship in a bank secures a knowledge and training in matters of finance and business not obtainable through any other activity. Likewise, it may be contended that he who serves as a member of a school board realizes in a greater degree than his fellow citizens his duties of citizenship and the responsibility and the service of the schools.

In the larger centers of population where the school-administrative bodies are comparatively small, the statement has less force. But, when it is remembered that the smaller cities and rural school units in most states run into many thousands, and that the number of those identified with the lay control of schools is exceedingly large, it becomes clear that a great cohesive force is at work. This force has a vast stimulating effect upon the practice of democracy. The citizen who is conscious of the immediate responsibility he bears in the efficient conduct of the schools also becomes imbued with the importance of training the youth for democratic living and for citizenship in a democracy. The school-board member by virtue of his office not only becomes thereby a better citizen but makes a contribution to that cohesion which constitutes the strength and stability of our form of government.

SPEAKERS AT THE SCHOOL

William T. Miller*

Assembly programs in elementary and high schools can be made more interesting and profitable for pupils by the occasional presence of outside speakers. I do not refer here to the paid entertainers who are sometimes hired to present programs to school assemblies with or without the sale of tickets to pupils.

Such professional entertainers are sometimes sent to schools at public expense; but more often they are employed by the principal on either a flat guarantee or on a percentage basis for the purpose of raising money for various school activities. Such money-raising programs are usually presented after school hours, and may or not have educational value.

It is my opinion that the sale of tickets to children is very much overdone in some schools, no matter how praiseworthy the objectives may be. This does not refer of course to the sale of tickets for games participated in by school athletic teams, where loyalty and school spirit are involved. Even in the sale of game tickets the children of poor families are likely to be humiliated where pressure is exerted to secure hundred per cent class records, as is often done. It would be an ideal condition if all pupils could be admitted to school games free of charge, with only adults and nonstudents charged admission. With financial conditions as they are, there is occasional need in most schools for money-raising programs; but these should be kept at a minimum and should be carefully selected and efficiently supervised.

There are always men and women of prominence who have worth-while ideas to present and who will come to the school without cost. In this connection it is well for the principal to become a member of some such organization as the Rotary, Kiwanis, Lions, Chamber of Commerce, Board of Trade, Grange, or one of the fraternal groups active in his community. Membership in such organizations gives the principal a better knowledge of public sentiment and extends the influence of the school into the adult life of the community. It also gives him an opportunity to meet men and women whom he can invite to speak at his school.

Speakers to Choose

The field from which to draw speakers is unlimited. Speakers may be businessmen, manufacturers, doctors, lawyers, judges, bankers, engineers, educators, Red Cross workers, newspapermen, school-board members, government officials, military and naval officers, artists, authors, travelers, and all sorts of people.

Speakers must of course be chosen with due regard for the value of their message and their ability to talk effectively to pupils. The best way to check on these qualities is by hearing the speakers themselves at public assemblies. Otherwise ordinary conversational intercourse will give the principal a good line on the possible availability of speakers.

If possible the principal should plan early for a series of speakers extending through the year. In that way the speakers can be alternated with other types of assembly programs. If the school has a plan of vocational guidance

instruction, some speakers can be used to describe the requirements and opportunities in various occupations.

There are certain precautions that should be observed in a program of outside speakers. Some of these we list here for superintendents and principals. It is well to make several of these cautions clear to the speakers themselves in advance, or at least to be certain that the speakers understand the limitations of school audiences.

Cautions and Precautions

- Nothing political should be allowed to enter into school addresses. To avoid this in any case where there may be some doubt, the speaker should be tactfully but plainly told that political issues are not to be discussed. Hardly ever will any speaker disregard such frank advice.

- Nothing of a sectarian religious nature should be allowed. This precaution is self-evident in public schools. However, it does not debar clergymen as speakers, and they may even speak on religious subjects without violating the sectarian limitation. For example, an alumnus of one school who had become a missionary in China gave a talk to the school in which he described quite fully the religious work of the missions in China, while at the same time giving interesting details of the country and its people. There is no objection to the description of religious scenes or institutions, provided there is no urging of support for any particular religion.

- No propaganda for anything controversial should be allowed. Sometimes local issues tempt speakers to overstep this requirement, but it is usually easy to avoid trouble on this score.

- The exact date, time, and length of the address should of course be clearly understood by the speaker. To ensure this we always follow an oral invitation with a formal letter giving these details of time and also the exact subject if that is known. No school address should extend beyond thirty minutes in length. Motion pictures accompanied by a speaker may occasionally go beyond that limit, but not much farther. The speaker should be reminded that the school assembly must start and end on time, and that he is expected to speak at a definite time.

Pictures and Films

- If pictures are to be shown, it is necessary to know whether projectors and screens are to be supplied by the school or by the speaker. If the school machine is to be used, find out if the film is 35 or 16mm. Of course the film must be noninflammable unless the school owns a booth and has a licensed operator. Recently a promised movie of a local celebration had to be canceled because the film was a "commercial," inflammable, and the school had only a portable machine, not in a booth. Unfortunately nobody had thought of this detail until the exhibitor arrived, ready to begin his lecture.

- If possible, suggest the topic of the address yourself. It is of course courtesy to ask the speaker to name his own topic. In most cases the speaker will counter this re-

quest by asking you what you wish him to talk about. Be ready to name a subject that will be appropriate to the speaker's experience. But at any rate, know and approve the subject in advance. The subject should be announced before the assembly to the classes which are to hear it. This allows for some preparatory discussion by teachers who may desire to utilize this opportunity.

- If possible, have the teachers meet the speaker after his talk. Show the speaker every courtesy. If you cannot do it yourself, assign some teacher to receive the speaker, take care of his wraps and materials, escort him to the auditorium, and see that he is attended after the assembly. If the assembly comes early in the day, the speaker may like to visit certain classes or departments of the school. In such cases a teacher should be assigned as guide.

- If possible, use the address as the basis of class discussions the next day. We have even given hastily constructed objective tests on the material covered in assembly talks. If given immediately after the talks, such tests add much to the interest of the pupils in the program.

Parents Should be Invited

- If there is room in the auditorium, invite parents to hear the talk. If space is limited, a few may be invited on the basis of their probable interest in the subject of the program. The presence of parents at assemblies is a fine way to interest them in the work of the school in an informal way. In the writer's school the assemblies have been arranged so that the seventh, eighth, and ninth grades each have a separate day for assembly. This allows about two hundred seats in the room for parents. Approximately two thirds of the assemblies are programs given by pupils, and parents are always invited to these programs. The parents show great interest and we think that this policy pays good dividends in home and school cooperation.

- Use the local newspapers to give speakers some publicity for their kindness. No matter how modest, most speakers appreciate some public recognition of their efforts. With some this publicity may have business or professional value as advertising; but this is certainly a legitimate use of publicity. The public likes to read of school happenings, and it is good educational propaganda to let people know of the interesting things that go on in our schools.

As to the topics that speakers may treat, there is endless variety. The following are merely a few suggestive subjects: How a Bank Works; Nursing as an Occupation; a Day in Court; Editing a Newspaper; a Trip to Europe; Travels in _____; Airplanes in Commerce and War; the Work of the School Committee; Fire Department Stories; How Books Are Printed; the Red Cross; Drawing Cartoons; How Radio Works; Safety First.

A SUPERINTENDENT'S PHILOSOPHY

It is my basic philosophy that teachers, janitors, administrative officers, school committee, and all others connected with the schools exist as such only for the contribution they make to the education of children. It is the job of the superintendent to provide the best in education at a price the town can afford to pay.—Harold D. Chittin.

*Roslindale, Mass.



**UNDERWOOD SAYS TO
EXECUTIVES EVERYWHERE:**

**"There's a Picture of You
In Every Letter You Write"**

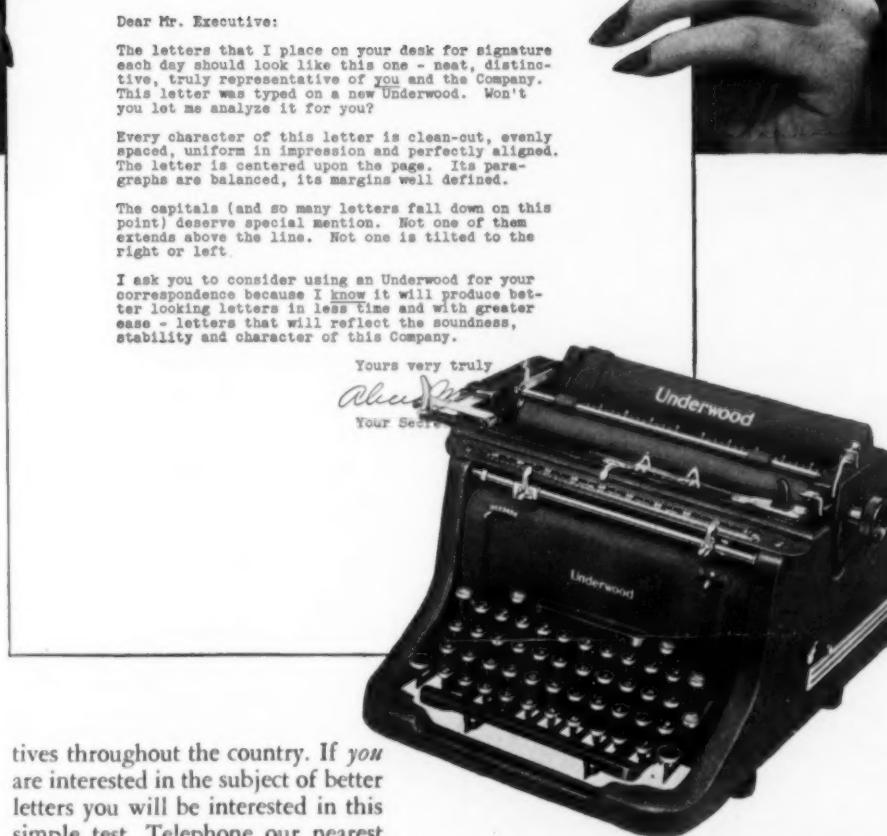
Schools that teach typewriting show a keen interest in Underwood's new 1941 campaign designed to create a higher appreciation of good typing.

Underwood, of course, has specialized in better typed letters. There are years of research back of Underwood's cleaner-cut typing, Underwood's precision alignment. Many top executives insist that their letters be typed on an Underwood.

Underwood's better typing qualities are demonstrated convincingly in a unique "Letter for Letter Test" that is being shown before execu-

tives throughout the country. If you are interested in the subject of better letters you will be interested in this simple test. Telephone our nearest Branch for a demonstration.

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Underwood - Types Better Letters

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School Administration in Action

A Newspaper on Records for Newark Teachers

A "talking newspaper," designed to meet one of the pressing problems of a large school system, that of informing teachers about the reasons and methods behind general plans and policies of the administration, has been put into use in the Newark (N. J.) school system. This newspaper, called "The Newark School News Record," is transcribed on phonograph disks, which are played at faculty meetings. The "paper" will include talks, dramatization, forums, question-and-answer periods, and documentary presentations of administrative and teaching methods.

In the preview edition of "The Record," recently presented, Dr. Stanley H. Rolfe, superintendent of schools, outlined to the teachers the reasons for its inception:

"One of the problems of bigness, whether in business, government, or education is how to keep everyone in the enterprise fully informed on policies, and how to provide for the democratic contribution of every department to its over-all objectives. I can remember, from my own classroom days, my feeling — 'What is the Superintendent up to now?' — when I read in the press or heard over the grapevine of some new administrative proposal. You have read news of many central office projects which affect you in one way or another. I hope that the 'Newark School News Record' will improve upon the grapevine."

Dr. Rolfe pointed out that the only other way in which he could address his whole faculty would be by staging an expensive convention, and this would require the largest hall in the city. Even a printed newspaper would be more expensive than the transcription.

Technically, "The Record" is issued both on 16-inch and 12-inch plates. The larger is made for slow-speed turntables making 33 revolutions a minute. For schools not having this latest equipment, the smaller records are made for machines making 78 revolutions a minute. Dr. Rolfe pointed out that the reproduction is superior on the larger plates and advised schools to acquire slow-speed turntables. Since specialists in education feel that transcriptions, especially of music and radio programs will, in the future, play a larger part in education, Dr. Rolfe said that the "School News Record" would not be the only use to which the new equipment would be put.

The transcriptions are first made on a recording machine in the music department of the schools. Electroplates are made from these by a commercial transcription company, and from these dies 70 records are stamped, one for each school. It is planned to issue "The Record" once a month during the school year, or more frequently if necessary. Schools will keep the records, like a newspaper file.

Talks, such as in the preview edition, do not exhaust the possibilities of "The Record," Dr. Rolfe pointed out. He hopes in the future to make it a medium for two-way exchange of ideas, through a "letter box" and question-and-answer programs. There also is the possibility for round-table discussions with other staff

members, for dramatizations of school problems and methods used to meet them, or for interviews with authorities on various subjects touching on future plans. It also will be possible to combine pictorial displays with "The Record." It will become, Dr. Rolfe feels, a valuable in-service training device.

The next two issues of "The Record" will be devoted to a discussion of the school budget and how it reflects educational ideals, and to answers to teachers' inquiries on the Engelhardt-Strayer survey that is to be made of the system in the next school year.

Arthur Fletcher, editor of publications of the Newark schools, is the editor of "The Record."

MR. FRANK C. SYKES

Member, Board of Education
San Francisco, Calif.

The San Francisco board of education welcomed to its membership in January last, Commissioner Frank C. Sykes, who was confirmed by the voters at the November, 1940, election for a five-year term.

As one of seven trustees he will be on a familiar ground, for he comes from a family of educators, his mother, Mrs. Jane N. Sykes, having served for many years as a teacher in the San Francisco schools. He is also a product of the local schools, a member of that group of distinguished San Francisco leaders who attended the famous Lincoln School. Commissioner Sykes has borne many civic responsibilities with honor and distinction, apart from his successful career in business. In honorary capacity he has served the state of California and the city of San Francisco, with integrity and efficiency.

Successively he has been a member of the Board of Fire Commissioners of San Francisco, the Board of Police Commissioners, the State Board of Harbor Commissioners, the State Board of Prison Directors, the State Board of Prison Terms and Paroles, and more recently again a member of the Board of Police Commissioners.

To these assignments, Commissioner Sykes has brought a capacity for understanding community problems. He has spent a busy life in business enterprises from the time when he was employed as a draughtsman at the Union Iron Works. His skill in management and engineering problems attracted the attention of the United Railways, which corporation engaged him as head of the maintenance of way division. After managing this enterprise he formed the contracting and engineering firm of Chadwick and Sykes. That concern has been identified with many large construction projects, the most notable of which was the Strawberry Dam in Tuolumne County, which holds the water supply for the Oakdale and Stanislaus Irrigation Districts.

Mr. Sykes almost lost his life in the public service. While seated as a member of the State Board of Prison Terms and Paroles at San Quentin in 1935, Commissioner Sykes and



Hon. Frank C. Sykes
Member, Board of Education,
San Francisco, California.

his fellow directors were kidnapped by a group of convicts and transported at the point of a gun out of the prison. He was shot and seriously injured in a captive ride which ended at Valley Ford, some miles from the prison. His life was spared by a providential exchange of seats, suggested by the convict who held him captor in the speeding automobile. A moment later, a bullet from a pursuing posse grazed the top of the skull of the convict. Commissioner Sykes would have been struck squarely in the head, had he not exchanged seats.

Nothing in this experience has changed Mr. Sykes' attitude toward those in trouble. His faith and optimism are unimpaired.

SALINAS, CALIFORNIA, HAS MILE-LONG CARAVAN IN OPERATION

Eighteen Bright Yellow Cars Bring
Students to Classes

A mile-long caravan enters Salinas each weekday morning, a caravan freighted with cargo more valuable than those of the Indies. It's a caravan whose trade exceeds in value the marts of the East for it bears the youth of the valley. Its trade is education.

True, the 18 bright yellow buses bearing students to schools don't file into town in a slow, ponderous caravan. From all points of the compass they converge upon the Salinas high school and junior college. However, if stretched out at legal distance along the highway, the 18 buses, 3 pickups, and the truck in the school fleet would extend a mile and a quarter.

Finest Fleet

One of the finest school fleets in the state, the buses travel an average of 1088 miles a day, carrying 1830 students on the inward and outward trips. The average load on any one trip is more than 900 students, while the maximum possible load for any one trip is 1007 students.

During the school year 1940-41, the buses will travel approximately 200,000 miles or the equivalent of more than eight times around the world, Mr. Peter Iverson, superintendent of buses, estimates. With previous

**Good light helps to make good students
WYANDOTTE DETERGENT increases illumination 29%!**

Here's news that will help to you give your students the best possible working conditions!

On a recent test, room illumination was checked before and after walls and ceilings were washed with Wyandotte Detergent. Although the walls looked clean, the delicate sight meter showed 29% more illumination *after washing*. And that's a lot of light!

Regular washing to remove slight surface soil is necessary when perfect working light is needed.

Wyandotte Detergent washes easily, rinses freely; carefully audited accounts in several parts of the country show that it gives the lowest cost per square foot per year of surface cleaned.

Your Wyandotte Service Representative will be glad to demonstrate the many uses of this fine cleanser. Write to The J. B. Ford Sales Co., Wyandotte, Mich.



Your local electric company will be glad to check the illumination in your school rooms. Try the Wyandotte lighting test—and see for yourself the difference in Wyandotte washed walls and ceilings.



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Group Study Is More Effective Around Peabody STEEL FRAME TABLES

Every classroom needs a table—a good, strong, sturdy table—the kind of a table that can be used for any type of group activity. Peabody Steel Frame Tables are designed to fill this classroom need. They are inexpensive and are constructed to take hard use for many years. Peabody Tables, with Peabody Steel Frame Chairs to match, supplement present seating and are ideal for all types of group study.

Peabody Tables can be had with birch, linoleum, or black acid resisting tops, also in different widths and lengths and in all heights suitable for pupils of all ages, ranging from kindergarten to college. There are Peabody Steel Frame Chairs to go with the various table heights. If you have tables to buy for typing classrooms, be sure to write for the Peabody Catalog and prices.

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Peabody No. 250 Table with No. 230 Steel Frame Chairs



Map Making Project Using
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Steel Frame Chairs



Instruction in Home Making No. 250
30 x 72 Tables, No. 230 Chairs

Without Peabody's Quotation You're Not Ready to Buy

years' travel, the buses have a total mileage of 679,499 miles as of December 1, 1940, or more than 25 times around the world.

With the addition of the eighteenth bus recently, which will make a daily run to Santa Cruz for junior college students, a few statistics were determined about the growing fleet which cost \$100,000.

The total weight of the buses is 106 tons. When loaded with the students, who have a combined estimated weight of 129,610 pounds, the total weight of buses and students is 121.5 tons.

Huge Gas Consumption

If all of the gasoline tanks were empty at one time, it would take 530 gal. of gasoline

to fill them. If the crankcases were empty, 34 gal. of oil would be needed.

The average daily gasoline consumption is 169 gal., while 8 qts. of oil are used daily, including oil drains.

Tires for all of the buses, if placed one on top of the other, would form a stack 100 ft. high, or as high as the Salinas National Bank building. If all the tires were flat at one time, it would take 8840 pounds of air to fill them.

When the bus windows have to be washed, there are 546 pieces of glass to be cleaned—on both sides—and when the lights burn out, which is seldom as the buses do most of their traveling during the daytime, there are 335 lamps to be considered.



The school bus fleet at Salinas, California, is maintained and serviced for two purposes. Utmost safety combined with economy are the objectives constantly emphasized by the board of education and the administrative staff.

FEDERAL GOVERNMENT ASKED TO HELP SCHOOLS MEET EXPENSE OF DEFENSE PROGRAM

More than a quarter million children will be compelled to change schools because of population movements resulting from the defense program according to army and navy authorities, who have asked Congress for \$115,000,000 to help school boards meet the problem.

A survey made by the Federal Commissioner of Education showed that 120,700 children who now live or will reside soon at army posts, naval bases, and other nontaxable federal reservations will have to be provided with schooling. The survey also indicated that educational facilities will have to be provided for 143,707 other children not on federal reservations. It is pointed out that most of the school districts are unable to care for the numerous extra students or pay for the necessary new buildings and additional teachers. It has been recommended that the Federal Government assume the responsibility.

The emergency school costs, it is suggested, could be handled in connection with the President's recent request for an appropriation of \$150,000,000 to provide community facilities in areas affected by the defense program. Congress would be asked to help meet the cost of sites, buildings, and equipment as well as transportation to and from the existing schools which are not within walking distance of new communities.

ANNOUNCE KANSAS JANITOR-ENGINEER SCHOOLS

Arrangements are being completed for the 1941 janitor-engineer schools, to be held June 2 to 6, in Kansas City; June 9 to 16, in Wichita; and June 16 to 20, in Hays. Among the courses to be offered are two in housekeeping, two in heating and ventilation, and two in electrical theory and practice. Information is available from Director C. M. Miller, Topeka, Kans.

*This Month's Favorites
in the*

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PLAYGROUND EQUIPMENT

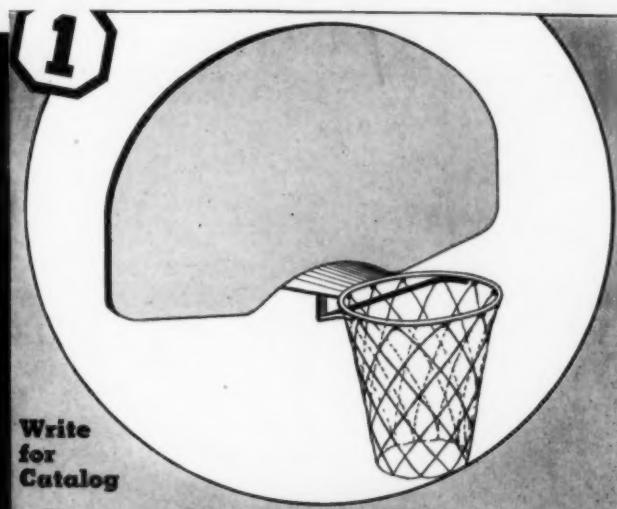
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Haphazard, dangerous and disorderly parking of bicycles has no place on or in school property.... Medart Bike Racks solve that disturbing problem for all times.... Hot galvanized throughout to resist rust, this modern and inexpensive school equipment may be used indoors or out-of-doors at will.... fully described in the Medart Bike Rack catalog. Write for it.



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New Basketball Backboard and Goal

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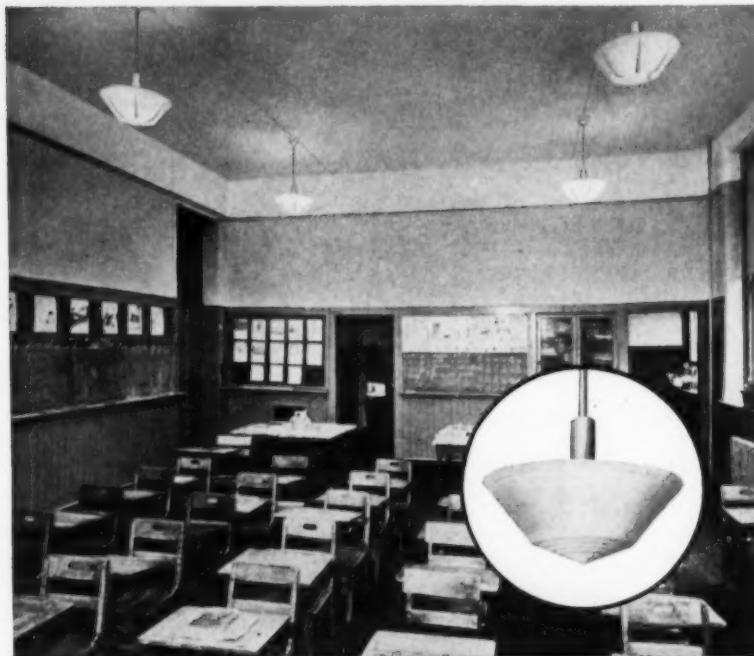
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School Law

School District Property

The fact that a delay in the performance of a contract with a school district to do electrical work in the construction of a school building because of a breach of the district's implied obligation to have and keep the building in such a state of forwardness as to enable the electrical contractor to complete the work within the time specified in the contract may have been caused by the general building contractor, did not absolve the district from liability to the electrical contractor's assignee for damages caused by such delay, especially in view of the contract provision for reimbursement of the party suffering the damages because of the wrongful act or neglect of the other party or anyone employed by him.—*Byrne v. Bellingham Consol. School Dist. No. 301, Whatcom County*, 108 Pacific reporter 2d 791, Wash.

The statutory power of each board of education throughout the state to use school funds and property to promote public education as it may deem necessary and proper is sufficiently broad to authorize the boards of Fayette County and the city of Greenville to pay out of public school funds the annual membership dues in the Kentucky School Boards Association organized to promote the educational interests of the state.—*Schuerman v. State Board of Education*, 145 Southwestern reporter 2d 42, 284 Ky., 556.

Teachers

A recommendation by the superintendent of schools was essential before the appointment of a principal with tenure status, and an agreement to appoint such a principal, made without such a recommendation, violated the New York teachers' tenure act.—*High v. Board of Educa-*

tion of Union Free School Dist. No. 7, of Town of North Hempstead, Nassau County, 35 F. Supp. 849, D. C. N. Y.

An agreement by the board of education to appoint a principal on a tenure status, made without the recommendation of the superintendent of schools, was indivisible and was void under the New York law as a whole as well as with respect to provision for tenure.—*High v. Board of Education of Union Free School Dist. No. 7, of Town of North Hempstead, Nassau County*, 35 F. Supp. 849, D. C. N. Y.

A teacher wrongfully discharged by a school district was under duty to mitigate damages by seeking employment of like character at a place reasonably convenient to her.—*State ex rel. Schmidt v. Dist. No. 2, Town of Red Springs*, 295 Northwestern reporter 36, Wis.

The evidence was established that a rural school teacher, wrongfully discharged by a school district, made a reasonable effort to get employment of like character at a place reasonably convenient to her, and that she was unable to do so, so as to be entitled to damages computed on the basis of salary provided for in breached contract for a full teaching year, subject to no deductions.—*State ex rel. Schmidt v. Dist. No. 2, Town of Red Springs*, 295 Northwestern reporter 36, Wis.

Where a married rural school teacher was wrongfully discharged by a school district and was unable to secure another teaching position, and that teacher was able to dispense with the employment of a maid by reason of not being employed, was not a proper item in mitigation of damages.—*State ex rel. Schmidt v. Dist. No. 2, Town of Red Springs*, 295 Northwestern reporter 36, Wis.

Pupils

By express statutory provision, the matter of the transportation of school pupils resident in a town is placed under the control and management of the board of school directors of the town in the exercise of the board's official dis-

cretion. P. L. 4268 and 4269, as amended by the Vermont laws of 1935, No. 89, § 6.—*Proctor v. Hufnail*, 16 Atlantic reporter 2d 518, Vt.

The evidence that the distance a 12-year-old boy had to a connection with a bus route provided by the board was $1\frac{1}{2}$ miles and no greater than the boy had previously walked to the old school, was held to sustain the board's finding that such partial transportation was all that was reasonable and necessary to enable the boy to attend school, and that the decision to furnish only such partial transportation was made in the exercise of the board's sound discretion, as provided for by the statute which intrusts the regulation of transportation of pupils to school to the board of school directors. P. L. 4268 and 4269, as amended by the Vermont laws of 1935, No. 89, § 6.—*Proctor v. Hufnail*, 16 Atlantic reporter 2d 518, Vt.

The statute which authorizes a school board to provide transportation for pupils to and from a school, contemplates a contract or an understanding with such a board by a person furnishing transportation, and, therefore, where parents transported their son to school without any contract therewith the board, the school board had no authority to compensate the parents for such transportation. P. L. 4269, as amended by the Vermont laws of 1935, No. 89, § 6.—*Proctor v. Hufnail*, 16 Atlantic reporter 2d 518, Vt.

A complaint which was filed by the superintendent of schools of the city of St. Paul, with the commissioner of education of the city, and which charged a teacher with inefficiency in teaching and in management of classes, resulting from inability to maintain discipline, the refusal to accept correction from supervisors, and the use of language to children which was unfitting and unladylike in a teacher, was sufficient to give the commissioner jurisdiction to hear and determine the charges made against the teacher.—*State ex rel. Corchran v. Peterson*, 294 Northwestern reporter 203, Minn.

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Supervision of the Noon Hour

Supt. E. A. Bowers¹

A study of the noon hour and its supervision reveals that herein lies a real problem so far as most administrators and their schools are concerned. This problem has increased with the growth of rural school consolidation. The responsibility of the supervision of the noon hour rests with the school authorities. As such it should be met. Planning for this period should be as serious as for any other part of the schedule.

When many students remain at noon, the lunch hour should be included as one of the regular periods of the day. This does not mean that the small school should try to conduct classes at noon. For most of the small schools it would not be desirable to do so. With the noon hour included as one of the regular periods of the day, the supervision of that period should be as definite as that provided for any other. The teacher in charge should be relieved elsewhere and should be definitely interested in the noon-hour program. The same person should be in charge throughout the school year. Teachers should not be alternated here any more than elsewhere in the schedule.

Student assistance in carrying out a noon program has proved successful. Administrators feel it is very desirable. Therefore, the writer recommends that each school operating a well-defined noon-hour program organize a student council. Representatives from the early elementary grades should not be ineligible for such organization.

Where separate elementary and high school buildings are involved, a council should be organized in each separate building. The assumption of specific responsibility by the pupils for the

well-being of the school is widely accepted as part of the pattern of student participation.

The points of view just expressed are comparisons with the writer's conception of the pupils' relations to the responsibilities of the noon hour, and its possibilities as well. To be satisfied with a program may not mean that the program is a good one. Every administrator should prove to himself that he has a good program. Although difficult disciplinary problems may not have arisen, every administrator should be convinced that the students are benefiting by the noon program. It should be flexible. If certain activities are not favored in some communities, other activities should be established. The noon program should be free from the formality of the other periods of the day. Although instructive, it should be one of relaxation.

Many schools having well-defined programs tend to stress one type of activity too strongly. In this connection some admonition is in order. For instance, sports are excellent but should not be engaged in too strenuously after lunch. Movies bring relaxation and can be very instructive, but they should not be offered too regularly because they do not afford relief from the ordinary eyestrain that goes along with regular schoolwork. Northern communities should take advantage of available winter sports. Schools in warmer climates should adhere to outdoor programs. Games should vary from day to day so that the students do not too easily tire of the program.

Activities objectionable to the larger part of the community should not be sponsored. Teachers should not be expected to become crusaders for community minorities.

Extracurricular activities can be handled during the noon hour as well as not. Some rural children will have their only opportunity at noon

to participate and thereby to enjoy the advantages of the gymnasium and other school facilities.

A school should not hesitate to place its building, grounds, and equipment at the disposal of the teacher and council in charge of the noon program. The gymnasium and at least three classrooms should be used in a small school system. Larger schools would demand more rooms. As a rule, equipment of some description is available in the school buildings as well as out-of-doors. If more is needed, many games, ping-pong tables, and other items can easily be made by the school-shop classes. A minimum of money should be necessary to finance a noon-activity program.

A good noon program should be carefully set up, and should be added to gradually. It should be carefully explained to both faculty and student body. At the beginning the program may function quite slowly. Faulty activities in the program should be weeded out. Good suggestions should continually be solicited by the council. Finally, the following aims should always be kept in mind: (1) the promotion of the worthy use of the free time of the students within the noon hour and the provision of opportunities for achieving success, developing social abilities and desirable attitudes, and promoting the play spirit of work; (2) guidance, stimulation, and the interesting of students in hobbies with the hope that they may receive lifetime satisfaction from these hobbies; (3) aiding students in evaluating all leisure-time activities so as to enjoy a fuller life.

ELECT NEW OFFICERS

The Minnesota School Board Association, at its recent meeting in St. Paul, elected the following new officers for the year 1941:

President, Tom O'Brien, Brainerd; vice-president, Ira R. Lambert, Chatfield. New members of the board of directors are: E. L. Peterson, Isanti; G. P. Rognlie, Pine River; L. A. Ulvine, Roseau.

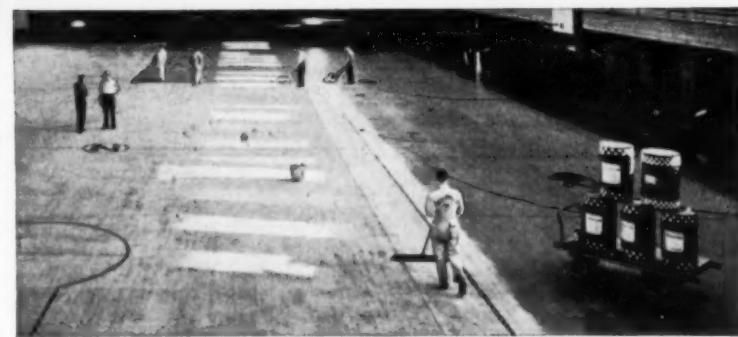
¹Pickford, Mich.

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News of Superintendents

- SUPT. W. F. LOPER, of Shelbyville, Ind., has been re-elected for a five-year term.
- SUPT. ROBERT H. CHRISTY, of Delphos, Ohio, has been re-elected for a five-year term.
- SUPT. M. L. SWENGEL, of Randolph, Nebr., has been re-elected for a third consecutive year.
- SUPT. S. L. BENJAMIN, of Croswell, Mich., has been re-elected for another year.
- SUPT. E. A. ELLIOTT, of Joplin, Mo., has been re-elected for his twelfth year.
- SUPT. E. R. ROGERS, of Stella, Nebr., has been re-elected for another year.
- SUPT. E. L. JORDAN, of Page, Nebr., has been re-elected for his fourth year.
- SUPT. A. H. STALEY, of Hastings, Nebr., has been re-elected for another year.
- SUPT. E. D. HUMANN, of Emerson, Nebr., has been re-elected for a fourth term.
- SUPT. EARL H. HANSON, of Rock Island, Ill., has been re-elected for a new three-year term.
- SUPT. W. P. KELLER, of Lamberton, Minn., has been re-elected for his fifteenth consecutive term.
- SUPT. E. C. STRICKLAND, of Baltimore, Ohio, has been re-elected for a three-year term.
- SUPT. JOHN HOLLANDER, of Adrian, Minn., has been re-elected for a fifth term.
- SUPT. J. S. BROWN, of Ludlow, Ky., has been re-elected for another year.
- SUPT. HARRY C. SMITH, of Sandusky, Mich., has been re-elected for a fourth consecutive term.
- MR. JESSE HONN, of Huntley, Ill., has been elected superintendent of schools at Bradley. He succeeds Ruel Hall.
- MR. HAROLD WETHERRELL has been elected superintendent of schools at Mendon, Mich. He succeeds H. G. Putnam.
- SUPT. W. M. WRIGHT, of the Tully-Convoy Consolidated School, Convoy, Ohio, has been re-elected for a two-year term.
- DR. STANLEY N. REEVES has been re-elected as supervising principal of schools at Avon Park, Fla.
- SUPT. DWIGHT BENNETT, of Bradford, Ohio, has been re-elected for another three-year term.
- SUPT. C. V. THOMPSON, of Pleasant Hill, Ohio, has been re-elected for a three-year term.

- MR. SAMUEL F. BURKE has been elected superintendent of schools at Thomaston, Ga. He succeeds Dr. Mark A. Smith.
- SUPT. W. T. ROBINSON, of Chattanooga, Tenn., has been re-elected for another year.
- MR. G. V. KINNEY, superintendent of schools at Red Wing, Minn., for the past 18 years, has announced his resignation, to take effect August 1, 1941.
- SUPT. J. H. MURPHY, of Rice Lake, Wis., has been re-elected for a three-year term.
- SUPT. PAUL EGERT, of Scotland, S. Dak., has been re-elected for another year.
- MR. VERN L. CADWELL has been elected superintendent of schools at Vermillion, S. Dak.
- MR. JAMES B. McMANUS, former superintendent of schools at La Salle, Ill., died suddenly of a heart attack on March 1. Mr. McManus, who had been superintendent in La Salle for 39 years, retired in 1939.
- MR. ELLIS H. BELL, for five years superintendent of schools at Winchester, Ind., has resigned to accept the position of Assistant Superintendent of Public Instruction.
- MR. C. L. STRONG, of Mayville, Mich., has been elected superintendent of schools at Ovid.
- MR. GORDON D. THORESON has been elected supervising principal of schools at Keweenaw, Wis. He succeeds R. H. Licking, who goes to Ripon, Wis.
- MR. J. CRAWFORD BOWER has been re-elected superintendent of schools at Pleasantville, Ohio.
- MR. PHILIP H. WOODWORTH, of Houlton, Me., has been elected superintendent of schools at Biddeford for a two-year term. He succeeds the late A. A. Garcelon.
- SUPT. M. R. DAVIS, of St. Peter, Minn., has been re-elected to serve his twenty-first consecutive term.
- MR. L. A. BARRETT has been elected superintendent of schools at Salida, Colo., to succeed the late L. D. Hightower. He was formerly principal of the Salida high school.
- MR. FRANCIS ODE, of Hemlock, Mich., has been elected superintendent of schools at Mayville. He succeeds Carl L. Strong.
- SUPT. L. W. MAYBERRY, of Wichita, Kans., has been re-elected for a two-year term.
- SUPT. HAROLD STEELE, of Jackson, Mich., has been re-elected for a three-year term.
- SUPT. L. F. KRUEGER, of Flat Rock, Mich., has been re-elected for a seventh term.
- MR. MARK A. SMITH, of Thomaston, Ga., has resigned in order to accept a position as superintendent of the Macon and Bibb County (Ga.) schools. He succeeds Walter P. Jones, who has resigned after twenty-seven years of service.
- SUPT. E. A. T. HAGGOOD, of Mount Morris, N. Y., has been re-elected for his seventh consecutive term. Prior to his work in Mount Morris, Mr. Haggood served sixteen years on the administrative staff at Albany, N. Y., as director of vocational education and principal of the Albany Industrial High School.
- SUPT. J. S. BROWN, of Ludlow, Ky., has been re-elected for his eighth term.
- SUPT. R. A. BUELL, of Watertown, Wis., has been re-elected for the next school year. Mr. Buell is serving his last term of service, since he will be eligible for retirement in June, 1942.
- SUPT. L. W. FAST, of Mt. Clemens, Mich., has been re-elected for a three-year term.
- MR. TERRANCE HOOD, of Marquette, Mich., has been re-elected superintendent of schools at Elkhorn.
- SUPT. HOWARD D. CRULL, of Birmingham, Mich., has been re-elected for the next school year.
- MR. GEORGE A. HEATH, of White Deer, Tex., has been elected superintendent of schools at Midland. He succeeds W. A. Lackey.
- MR. EDWIN LOWE has been elected superintendent of schools at Bowbells, N. Dak.
- SUPT. K. C. RAY, of Zanesville, Ohio, has been re-elected for a five-year term.
- SUPT. A. P. BURKHARDT, of Norfolk, Nebr., has been re-elected for another three-year term.
- MR. L. D. HIGHTOWER, superintendent of schools at Salida, Colo., died suddenly of a heart attack, on February 23. MR. LAWRENCE A. BARRETT has been elected as superintendent to succeed Mr. Hightower.
- SUPT. JAMES E. PEASE, of La Grange, Ill., has been re-elected for the school year 1941, at an increase in salary. Mr. Pease, who came to La Grange from North Muskegon, Mich., in July, 1940, has shown splendid leadership in the educational field.
- MR. GORDON D. THORESON, formerly assistant principal of the high school at Keweenaw, Wis., has been elected Supervising Principal of Schools.
- SUPT. J. W. GOWANS, of Hutchinson, Kans., has been re-elected for another year.
- SUPT. C. J. CREASER, of East Tawas, Mich., has been re-elected for another year.
- DR. CLEMENT T. MALAN, of Terre Haute, Ind., has been inaugurated as State Superintendent of Public Instruction. Dr. Malan, who succeeds Floyd I. McMurray, is the first Republican to hold the office since 1930.
- SUPT. R. G. PETERSON, of Peck, Mich., has been re-elected for another year.
- SUPT. W. M. RICHARDS, of Emporia, Kans., has been re-elected for a two-year term.

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WISELY chosen was the floor in the beautiful law library of the University of Santa Clara. It's Armstrong-Stedman Rubber Tile—specified by the architects as a dignified and practical complement to the decorative plans. The sixty rich colorings of this "aristocrat of floors"—plains, marbles, and Granitone and paisley effects—permit your floor plans, too, to be carried out with utmost satisfaction.

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AN UNPUBLISHED MANUSCRIPT

Being a Letter to an Editor and His Reply, With Comments¹

The Letter to an Editor²

West Hadley Falls, Maine;
March the 12th, 1928

Professor Mathew J. Durfee, Editor
The Scientific Educator
Boston, Massachusetts

Honorable Sir: —

Forty years ago today, (It was the day of the great blizzard.) I sent to you by the Post, a monograph entitled, "In Our Modern Machinery Age, Should We Teach Aristotle's Analysis of the Primitive Appliances of the Pre-Christian Era, Into Six Simple Machines?". As yet, your reply has not reached me.

I would not wish to appear impatient, although my wife, Maria, says that I am just like a boy that way; and I know that the Post was delayed some by the storm. But the Postal Authorities reassure me that no material was lost at that time; and my package had the return address on it. Also, your periodical, although sometimes delayed by as much as six months, always gets here in the end. For these reasons, I guess maybe there might be some delay in the Editorial Office.

I am an old man now: I am old enough to realize the truth in Ecclesiastes, Ninth Chapter, Eleventh and Twelfth Verses, and also the truth in the First Chapter of the same Book. My grandsons argue that the wedge is only a moving incline plane, and the screw only a spiral one; that the hydraulic press is a simple machine not included in the Classical list of six; that eccentrics, cams, et cetera, are also new machines. Thomas, who has been way down to the metropolis to learn how to teach science, tells them that they are off the track: — "We must teach the child, not the subject!" I always thought that Thomas was considerable of a fool. (Ecclesiastes: Tenth Chapter, Thirteenth, Fourteenth, and Fifteenth Verses)

But I do not care.

I desire only one thing.—that Maria does not receive your rejection notice after I am gone. She could not face the responsibility of resubmitting it elsewhere. It would very likely be the death of her.

Begging you to reply before another Winter sets in, I remain

Your faithful servant,
ABNER Z. STROUT

¹On his vacation last summer, Mr. Philip B. Sharpe, teacher of Science, Greenwich High School, Greenwich, N. Y., ran onto some very interesting correspondence which he secured permission to publish and mailed to us. Mr. Sharpe has published several important articles on the teaching of scientific method, and he has read the manuscript involved and declares that it is excellent, its only fault being that it is a little ahead of the times. Former Editor Durfee does not seem to remember it very clearly. The manuscript is no longer available; all that can be given is the letter to the editor, his reply, and Mr. Sharpe's comments. All names have been deliberately falsified, and any real or fancied resemblance to any person or institution, alive or dead, is purely coincidental — The Editor.

²The letter is a bit shaky but written in the "flourishing" script of the last century.

The Editor's Reply³

Professor M. J. Durfee, Ph.D., Editor
The Scientific Educator
University Station, Boston, Mass.
November 12, 1934

Mr. Abner Z. Strout
West Hadley Falls, Maine

Dear Sir:

I am sorry to have held your paper so long and am returning it herewith in case you wish to seek other avenues of publication. This does not imply any lack of merit in your article, which does not fill our present needs.

We trust that you will submit other good articles to us in the future, when perhaps there will be more space available for them.

Sincerely yours,
M. J. Durfee, Editor

The Contributor's Comments

The Scientific Educator claimed to have been founded by Benjamin Franklin in Philadelphia in 1786, but it was actually founded (with a very brief blessing from Agassiz) in Boston in 1862. It served the interest of its founders and their Dr. Watson-like under-studies for a great many years but now seems to have petered out altogether, leaving little trace. Its tradition of intellectual exclusiveness lives after it and animates many of the educational journals of today.

Mr. Strout taught science very successfully for a great many years in a private New England preparatory school for boys, and passed away suddenly on Christmas Eve, 1930. Mrs. Strout was still vigorous last summer and at the close of the interview remarked, "And the poor man never knew!" She never resubmitted the manuscript, and on her departure in the fall she presumably took it with her to her home, as was her firm intention.

Aristotle's analysis of the primitive appliances of the Pre-Christian Era, into six simple machines, is still being taught throughout the land.

³The belated reply is typed in the dignified style of college correspondence of the last decade.

PURCHASING FUTURES FOR SCHOOL CAFETERIAS

Contracts for future deliveries of food products used in school cafeterias is recommended by Mr. George Miller, Assistant Secretary of the Kansas City (Mo.) board of education. In a special bulletin to the School Cafeteria Managers' Association, Mr. Miller suggests that the theory of future buying is a sound business practice and at least 80 per cent of all future purchases are good business. Mr. Miller says:

"The canner estimates the lowest possible overhead expense that must be covered in order that he may open his factory. To this is added the cost of the raw materials, labor, depreciation, etc. Arriving at this total, and with a good deal of guesswork as to market demand and 'what the traffic will bear,' he estimates the number of cases he must pack to pay all these 'expenses of opening his factory.' This determines the 'opening' or 'future' price. The idea is, that the cost of any goods canned in excess of this minimum will be governed by the law of diminishing or lowered costs and can be held for speculation. Though 'quotas' were intended to curtail produc-

tion and increase prices, nature and the consumer have not always cooperated. Witness this year's opening price on R. S. P. cherries and the subsequent decline when the market balked at their arbitrarily higher asking price.

"As soon as orders covering the minimum have been closed, the canner may, with some assurance raise the price on his balance. Sometimes opening prices are increased or withdrawn if the market is stronger than expected.

"The local salesman — in all faith, I believe — thinks such a future order a good buy for his customer. Of course, a future order, as a rule, means that that particular business is tied up for the year and his time can be spent on other items or other customers.

"During the past 14 years, there has been only one year, that I recall, when a general price decline from the opening prices occurred. Of course, it may happen again next year. The ending of the war is likely to deflate prices and cause a drop below the opening market.

"The buyer should be a student of economic trends and must rely upon his own judgment. Next best, is to buy from a salesman upon whose judgment you can rely.

"The last laugh, however, can always be had by the purchaser, for until the goods are actually delivered, it is always subject to cancellation if the market breaks. General experience has been, that the future price has been the low price, and unless the wholesale house orders beyond the amount of future business written, it will quote at advanced prices.

"This year in particular, present prices are well in advance of 'futures.' Many staple items—canned goods—having advanced as much as 20 to 25 per cent.

"The purchase of 'futures' involves no particular risk and can be of great advantage to the school and college dining rooms. Purchase all 'futures' subject to cancellation in case of a decline — you to be the sole judge if a decline has occurred or not."

TEACHERS AND ADMINISTRATION

♦ The American Federation of Teachers, following a meeting in Chicago recently, has revealed secret findings showing that local 5, New York Public Grade School Teachers, is dominated by communists. The executive committee has recommended expulsion of local 5 from the federation and a referendum will shortly be conducted. The committee also recommended revocation of the charters of local 537, a college teachers' union, and local 192 of Philadelphia. Documents and other evidence in the hands of the executive committee gave conclusive evidence that local 5 is under communistic control.

♦ Under a new teachers' retirement law, which will become effective in North Carolina in 1941, a teacher 60 years of age may retire upon application, and a teacher 65 years of age will be required to retire, unless requested to remain by the school board. No teacher above 70 will be permitted to teach.

♦ Bellingham, Mass. The school board recently gave contracts to a number of teachers and principals, and placed several of them on tenure. The action was taken to forestall the expected wholesale firing of members of the faculty in the event that a citizens' party should be successful in electing three of its members to the school board.

♦ Ann Arbor, Mich. The board of education has adopted a salary schedule, which will provide for increases of \$100 in beginning salaries, and will add from \$8,000 to \$18,000 to next year's total of salaries. The schedule provides uniform increases annually for teachers who are receiving less than maximums of \$2,350, and \$2,500 for those with an A.B. degree. The amounts of the annual increases have been set at \$50 to \$100, depending on the length of service enjoyed by the teacher.

♦ Granite City, Ill. The school board has adopted a resolution, providing that no school employee over 65 years will be employed in 1943 and thereafter. Under the board's rule, no teacher over 65 years will be employed in 1942, and 65-year-old janitors will be dismissed in 1943.

School Administration News

♦ The Fillmore Union Grammar School, in Fillmore, Calif., according to Superintendent J. M. Horton, has not yet gone progressive. Under the present teaching plan, all of the addition combinations are taught in the first grade, and have been so taught for years past with an average for the whole class of over 95 per cent each year. The multiplication tables are regularly taught in the first half of the third grade, and all of the children know them well from the fourth grade up.

All first graders are regularly started in reading the first week of school by the phonetic method, and there has been no trouble with reading. As a school and as shown by standard tests, the Fillmore school children have made the highest grades in reading comprehension. Today, that is startling news.

♦ River Rouge, Mich. The school board has voted to establish classes in drafting and mechanical drawing as part of the industrial defense program. Classes are conducted 24 hours each day in order to accommodate boys desiring to enroll and to make use of equipment during vacant periods.

♦ Dearborn, Mich. The Fordson school board has voted to purchase five new motion-picture machines, at a cost of \$710.

♦ Norwalk, Calif. A group of 300 elementary school children in the Carmenita School District were recently given individual eye examinations in connection with a visual survey of the school, conducted by students of the Los Angeles School of Optometry. Each pupil was given a complete record of the survey findings, together with a classification telling of visual defects, giving recommendations and suggestions for more complete examinations. The survey was conducted under the direction of Dr. Leo Davidson, of the Los Angeles School of Optometry, and with the cooperation of Mr. Ellis M. Holl, district superintendent, and Dr. Keith Walker, of Bellflower.

♦ Lebanon, Ky. A lunchroom, on a nonprofit basis, will be conducted in the high school. It is expected that 150 persons, including teachers and students, will be patrons of the lunchroom. About twenty needy students will be served without cost. A successful cafeteria has been conducted in the grade school, providing meals for an average of 140 students daily.

♦ Hon. J. W. Studebaker, U. S. Commissioner of Education, has recently issued a statement, showing that regular and defense vocational education is moving along ahead of the schedule planned last year to train 700,000 workers. If the present trend continues, a million persons will have been trained for defense occupations by June 30, 1941. More than 800 of the 900 cities with vocational, trade and industrial schools have made their facilities available and more than 300 cities have placed their vocational schools on 24-hour, 6-day-week schedules. The enrollments are the highest in history, with approximately 2,000,000 persons registered. A large proportion of the occupations represented are directly useful to defense industry needs.

Trade and industrial education alone, it is shown, has enrolled more than 750,000 persons, including hundreds of apprentices who attend classes part time. Youth in these courses receive basic and related training in such defense skills as patternmaking, welding, sheet-metal work, drafting, machine-shop practice, electricity, and auto mechanics.

♦ The employment of young men and women on the NYA out-of-school work program has reached a new high peak of 485,583, according to a report recently made by Aubrey Williams, administrator of the NYA program.

The report shows that up to February 1, there were 333,767 youth certified as eligible for NYA jobs and awaiting assignment to projects. This is an increase of 56,062 over the number of young people awaiting assignment in December.

♦ Louisville, Ky. The school board contemplates the inauguration of a program for provid-



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You do 70% of your cooking on the range-top. Now save 20% of the cost with the Vulcan Super Radial-Fin top. No other range offers so fine a top!

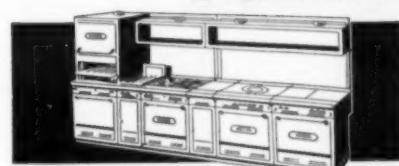
Deep fins, providing 68% more heat-absorbing surface, pick up the heat usually wasted and distribute it evenly over the top. Thick fire-brick insulation acts as heat reservoir.

New ventilated ring and cover plate and new "concentrated flame" 4-ring burner assure faster heating, improve combustion, give higher center and overall heat with same amount of gas.

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ing free lunches for indigent school children. Approximately 4300 indigent children will benefit from the plan.

♦ Paducah, Ky. The local defense training school, one of seven in the state, has recently graduated 70 skilled men for the defense program and the men have gone to work in heavy industries. Since August 1, when the first class was held, the enrollment has increased from 125 to 565, and classes are being held in the high school trades building and in five machine shops of the city.

♦ Sturgis, Mich. The school board has received the gift of a hydrotherapy tank from the local Rotary club. It will be used in the orthopedic room which houses pupils suffering from infantile paralysis.

♦ Milwaukee, Wis. Revised and altered editions of textbooks adopted for use in the Milwaukee public schools cannot be accepted, unless the old and new books can be used side by side.

When the revisions make old books useless, the publishers are required to give full credit for the old books. Revisions are not considered as new adoptions, or as extensions of original adoptions.

♦ Shoals, Ind. A defense training program has been inaugurated with the opening of classes in general machine-shop practice, acetylene welding, and similar subjects. Out-of-school youth classes for unemployed boys have been opened.

♦ Lexington, Mo. The school board is cooperating with the National Defense Training Program under the state department of vocational education with the establishment of a school for training youths between 17 and 25 in machine-shop practice and welding.

♦ Sedalia, Mo. The school board has established a course in maid training and housekeeping for adults. Miss Jessie Murphy is the instructor.

♦ Owosso, Mich. The school board has established classes for rural young men from 17 to



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24 years of age, including operation and care of trucks, general metalwork, woodwork and carpentry, and elementary electricity.

♦ Glasgow, Ky. Courses for the National Defense Training Program are being offered in the high school.

♦ Benton, Ky. The school board has established courses in woodwork and metalwork for young men under the National Defense Program.

♦ Berlin, Wis. The school board has approved a vocational training course in auto mechanics, under the National Defense Program.

♦ Walsenburg, Colo. The board of education is sponsoring a new vocational education program, which is to be devoted to local needs as applied to the Defense Training Program.

The grade-school classes in woodworking and plaque making conducted a public exhibition recently, which featured the work of pupils in Spanish types of this interesting activity.

The third year of safety-patrol work has been inaugurated, with a safety record of 100 per cent.

♦ Elkhart, Ind. A civilian airplane pilots' training course has been established in the city through the cooperation of the board of education. The plans call for a course of 12 weeks, to consist entirely of ground training, navigation, meteorology, and aircraft operation.

♦ The 1941 observance of Boys' and Girls' Week will occur from April 26 to May 3, inclusive. The purpose of the week's observance is to focus attention of the local community upon boys and girls, upon their problems, activities, and training, and to enlist the cooperation of all agencies and individuals in a year-round program.

♦ How to achieve democracy in the administration of schools and school systems is a present problem that is worrying school administrators and teachers, both from the theoretical and the practical standpoints. Dr. S. A. Courtis, of the University of Michigan, in a recent article, describes the situation quite accurately when he writes:

"Our schools have always taught about democracy, but they have never practiced it. Autocracy rules in school affairs from kindergarten to college. From nurse girl to professor, from teacher to administrator and school boards, authority and blind obedience are enforced. Control, domination, regimentation, indoctrination have always been the order of the day."

♦ Flint, Mich. The school board has set the closing date of the school year at June 6, which cuts two weeks off the school year. The schools are faced this year with a decrease in income, due to a loss in tax collections amounting to \$46,800, a loss of \$7,300 in tuition, and a state-aid loss of \$7,200. The total decrease in income is \$206,500. The board anticipates a deficit of \$43,000 for the school year, even though there was a balance of \$82,000 carried over into the current year.

♦ Woodstock, Ill. The board of education of School Dist. No. 152 has been allotted \$11,700 from the defense fund for new machines and tools for the defense school conducted in the high school. The school conducts evening courses two nights each week for three hours. The courses include auto-mechanics, drafting, toolmaking, sheet-metal, cabinetmaking, gas and arc welding.

♦ St. Louis, Mo. The school board has voted to remove the requirement that vegetables used in the school lunchrooms be government inspected. In recent weeks only one firm had bid for the business. Mr. James J. Lee, supply commissioner, said that at present it is more necessary to get firms to bid for the trade than to maintain requirements for produce.

PROGRESS IN VICTORIA, TEXAS

During the school year 1940, a cafeteria has been in operation in the Junior College at Victoria, Tex.

The school board has obtained permission from the State Board of Education for the establishment and operation of a farm-shop program. The course is part of the defense program and is being conducted under the direction of Mr. Woodrow Bird. Application has been made for permission to conduct new courses in general woodwork,

general metalwork, and auto mechanics under the defense program.

A cooperative film library, comprising 60 motion-picture films, has been established in the Victoria Junior College. The films are delivered to the member schools by the college buses, without any transportation charge.

PUEBLO EXPANDS ADULT-EDUCATION PROGRAM

The public schools of Pueblo, Colo., under the direction of Supt. James H. Risley, have expanded the adult-education program to meet the changing community and national needs. Under the administrative procedure, the adult evening school has doubled its enrollment during the year. In addition, a number of new vocational classes have been formed in connection with the National Defense Program. These comprise courses in auto mechanics, sheet-metal work, radio maintenance, radio operation, and blacksmithing.

The board of education has turned over a building centrally located, for use as a new NYA center for girls. The boys' classes are housed in a remodeled building which takes care of two types of NYA work. One department is engaged in production work such as costumes and school uniforms, and the making and repairing of clothing for social service agencies, for the girls themselves, and for their families. The other department is a school for related instruction, including various activities in housekeeping, practical sewing, cooking, weaving, and the use of power machines to prepare girls for factory work. The course also includes practical instruction in home hygiene and care of the sick, under the direction of a registered nurse.

The defense training program for the city is under the supervision of Mr. A. W. Hinds.

HURON TEACHERS' SALARY SCHEDULE

The board of education at Huron, S. Dak., has adopted a new salary schedule, which establishes a base salary and maximum salaries to be paid, all on the basis of professional degrees and length of service.

Under the schedule, all single teachers are divided into three general classifications: Teachers holding a two-year certificate will be paid a base salary of \$900, with annual increments of \$25, up to the fifteenth year, with a final maximum of \$1,275. Teachers holding a bachelor's degree will be given a base salary of \$1,000, with annual increments of \$35, up to the fifteenth year, with a final maximum of \$1,490. Teachers holding a master's degree will be given a base salary of \$1,050, with annual increments of \$40, up to the fifteenth year, with a final maximum of \$1,610.

Married men will be paid \$200 over their classification as single teachers. A bonus of \$50 will be granted to teachers engaged in extracurricular activities, such as coaching, forensics, dramatics, etc.

It is provided that increments shall automatically cease, if the teacher allows more than three years to elapse without attending a normal school or a summer school.

Supt. A. J. Lang carried on the fundamental studies for the development of the schedule and cooperated with the board of education and the local teachers in its adoption.

MAKING THE MOST OF EVERY TALENT

"It will be generally agreed that the aim of the school should be to make the most of every grade of ability. That ideal is perhaps nowhere fully realized, but is certainly more nearly approximated with children of average or inferior potentialities than with the gifted. My researches sometimes leave me with a feeling of despair at the wastage of superior talent. Although the school can accomplish very little in the way of manufacturing high I.Q.'s, there are limitless possibilities in the direction of making those provided by nature more fruitful of achievement. That, in my opinion, is the foremost educational problem of these troubled times." — Louis M. Terman, Stanford University.

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If you are using any one of the standard chorus books, your pupils are acquiring a taste for good music. Why not illumine and vitalize the whole subject by adding to the chorus work a systematized COURSE OF STUDY in Appreciation and History, illustrated at every point by the incomparable Victor Records?

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If you have not heard the Records of the Instruments of the Orchestra, the primary songs, the beautiful old folk and familiar songs, the gems of the great operas sung by noted artists, just ASK ANY VICTOR DEALER to give you a demonstration in *YOUR SCHOOL*.

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7. RCA Victor Portable and Console Recording Equipment
8. RCA Victor School Sound Systems
9. RCA Portable and Fixed Sound Amplification Systems
10. RCA 16 mm. Sound Motion Picture Projectors
11. RCA Transcription Reproducers (for 10, 12 or 16 inch recordings)
12. RCA School Broadcast Equipment
13. RCA Test and Laboratory Equipment
14. RCA Receiving and Power Tubes

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BOARDS OF EDUCATION

♦ Independence, Kans. The school board has passed a rule that any male member of the faculty who enters military service will have his position returned to him after the completion of his service. A year's leave of absence will be granted to any teacher called for service.

♦ Akron, Ohio. The school board has approved a proposal of Supt. R. H. Waterhouse, providing for a cut of one half hour from the present 5½-hour school day for elementary school children. The new program calls for a morning session of three hours, from 8:45 to 11:45, and an afternoon session of 2½ hours, from 1 to 3:15 p.m. Superintendent Waterhouse, in urging the change, said that teachers would be given more time to confer with their pupils on an individual basis; that it would provide more time for parent-teacher consultations; and that teachers would be given more time for professional and personal growth.

♦ Colorado Springs, Colo. The school board has voted to retain its rule forbidding smoking by students on the high school grounds. The Lever, a students' publication, had urged that permission be given boys and girls to smoke in the school cafeteria.

♦ Baton Rouge, La. The school board of East Baton Rouge has employed the Division of Surveys and Field Studies of the Peabody College for Teachers, Nashville, to undertake a partial survey of the school system. The survey, under the direction of Dr. Frank S. Campbell, will include a study of maintenance, curriculum, transportation, physical plant, industrial and vocational education, athletic facilities, school district system, and establishment of a parish-wide school district.

♦ Chattanooga, Tenn. The newly created board of education was inducted into office on February 19 and proceeded immediately to take over the control and supervision of the city school system. The school board system has put

an end to the former one-man school department, which had been in existence since the writing of the city charter in 1911. Under the law creating the school board and giving it full authority over the management of the school system, the superintendent of schools has authority as the chief executive official of the school system. He has the responsibility of carrying out the policies of the board and will serve at the pleasure of the board.

The members of the board are: T. H. McMillan, ex officio chairman; R. E. Biggers, Alf. J. Law, Henry L. Barger, Mrs. J. B. Irvine, Paul D. Ragon, and Dr. John B. Steele. The term of the members are staggered so that one member's term will expire each year. In case of a vacancy on the board, the board will nominate its choice for the vacancy.

♦ Cleveland, Ohio. The school board has voted to eliminate the social centers and other school activities to provide for more imperative needs. The savings effected by these economies will be used to rehabilitate the schools. Among the imperative needs cited are \$2,000,000 expenditures for new boilers in some schools, new lighting systems, plastered ceilings, and fire escapes.

♦ A number of school boards in Nebraska have joined in the prosecution of several suits to obtain a total of \$500,000 from the state. The suits, now numbering six, are being prosecuted by the Nebraska School Board Association, and seek to obtain the proceeds of fees, licenses, and special taxes which have been illegally taken from the school districts and diverted to other tax-spending departments.

♦ Superior, Wis. The school board has approved a new high school diploma, which includes a photostatic copy of the student's scholastic record.

♦ Kenosha, Wis. The school board has voted to give salary increases to principals, supervisors, and office employees, amounting to a total of \$2,550. A new salary schedule, providing increases for janitors, is also being considered.

♦ Wichita, Kans. Under a Kansas law, the school board will continue to be a 12-member body. Under a law passed for Wyandotte County, the city would be entitled to a board of only six members.

♦ Gary, Ind. A survey of the vocational training program and equipment of the city schools has been undertaken by a committee of Purdue University experts. This is a section of a general survey of the city school system conducted under the direction of the Purdue University Department of Education. The vocational committee comprises seven men, who are working under the direction of Prof. Russell J. Greenly.

♦ Kansas City, Mo. The school board has approved a plan for the survey of all districts and school organizations in the two Kansas City school systems. The survey will be cooperative.

♦ Jefferson City, Mo. The school board has voted to retain the bi-partisan setup of organization but will substitute a primary for the mass meeting system for the selection of its members. Under the revised system, one person from each political party will be selected, whose name will appear upon the ballot at the regular school election.

♦ Ponca City, Okla. The school board has authorized Supt. Charles P. Howell to make a survey of the expenditures and services offered in 30 towns of the state for comparison with the local school system.

♦ Greeley, Colo. The school board has made application for federal funds in the amount of \$12,000 for the establishment of defense training schools. It is planned to offer basic trade courses in machine-shop work, sheet-metal work, and electrical work.

♦ South San Francisco, Calif. The board of education has inaugurated a new educational program which emphasizes the fundamentals in educational procedure. Special emphasis has been laid on drills in such subjects as arithmetic, spelling, reading, and writing.

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**OHIO SCHOOL-BUSINESS OFFICIALS
WILL MEET IN COLUMBUS**

The Ohio Association of Public School Business Officials will hold its annual meeting in Columbus, on May 9.

The officers have prepared the tentative program for the meeting which will be divided into two sessions. The morning session will be devoted to a discussion of the legislative program and to a study of the "School Employees Retirement System." Mr. H. S. Mitchell, of the Fordson (Mich.) board of education will be the luncheon speaker.

The afternoon session will take up a discussion of national defense school problems. This session will be in charge of Mr. A. F. Neinhuser, of Cleveland, and Mr. E. L. Heusch, State Supervisor of Vocational Education in Ohio.

Mr. R. S. Wenzlau, of Toledo, president of the association, will preside at the meeting.

STANDARDS FOR FOOD SERVICE EQUIPMENT

The Division of Simplified Practice, of the National Bureau of Standards, Washington, D. C., has approved a Simplified Practice Recommendation for Food Service Equipment to be used as a guide for manufacturers, school cafeteria operators, and others connected with the production and sale of food service equipment. The standards apply to such equipment as table drawers, bins, and shelves; sauce-pan racks; table and counter tops; galvanized sinks; openings for steam tables and food warmers; insets and pans for steam tables and food warmers.

SUMMER SCHOOL FOR SCHOOL CUSTODIANS

A summer school for engineers and school custodians will be held during the week of June 16 to 20, at the University of Minnesota, in Minneapolis. Information concerning the school may be obtained by writing to Mr. T. A. H. Teeter, director.

**Publications of Interest to
School-Business Executives**

Playground Surfacing

John T. Cate, chairman of committee. Paper, 56 pages. Bulletin No. 7, 1940, of the playground surfacing committee, National Association of Public School Business Officials, 341 South Bellefield Ave., Pittsburgh, Pa.

This publication has been prepared as a guide to school-board officials in determining the best type of playground surfacing that will meet their particular needs. It takes up such aspects of the problem as types of surfaces, influence of temperature and climatic conditions on surface, initial cost of the types of surfaces available, average annual maintenance cost of the types of surfaces, and the best surface for use under various climatic conditions.

Music Rooms and Equipment

Paper, 16 pages. Price, 15 cents. Published by the Music Educators Conference, 64 East Jackson Blvd., Chicago, Ill.

This guide to the planning of music rooms in elementary and secondary schools is primarily addressed to architects and school authorities. It discusses the location of music rooms, the size and arrangement of rooms, acoustical treatment, lighting, ventilation, storage space, etc.

Proceedings of the Eighteenth Annual Meeting, National Council on Schoolhouse Construction, 1940

Compiled by Ray L. Hamon, secretary. Paper, 107 pages. Published by the Council, at George Peabody College, Nashville, Tenn.

Contains the secretary's minutes, copies of the addresses, and revised "standards" for the planning and construction of elementary and secondary school buildings. The "standards" make the report an indispensable reference for school executives and architects.

The Classroom

Paper, 6 pages. Published by Universal Window Company, Berkeley, Calif.

Complete plans and illustrations of a standard classroom, an activity classroom, and a high school classroom. Includes excellent details and a case for storing books and teaching materials to be used in an activity program.

ASHVE Committee on Research, Annual Report for 1940

A. E. Stacey, Jr., chairman of committee. Paper, 8 pages. Published by the American Society of Heating and Ventilating Engineers, Pittsburgh, Pa.

The report gives detailed information on the programs of investigation at the Society's research laboratory and in cooperative institutions. The work was done by 13 technical advisory committees. Among the investigations conducted were those dealing with noise transmission in ducts, heat losses from basements, air flow in duct transitions, studies in radiant heating and cooling, etc.

Trends in Public-School Enrollment in Ohio Cities and Exempted Villages, 1936-1940

Compiled by Dr. T. C. Holy. Published by Ohio State University, Columbus, Ohio.

A study of public school enrollment in Ohio.

State Comparisons of School Support

Paper, 18 pages. Price, 15 cents. Published by the Research Division, National Education Association, Washington, D. C.

This publication, containing figures on school costs and related items, gives the latest data on school expenditures and revenues. The material is devoted to income, wealth, tax collections, school revenues, and school expenditures for the nation as a whole and for the 48 states of the Union and the District of Columbia.

State School Finance Legislation for 1939

Paper, 18 pages. Compiled by the Research Division, National Education Association, Washington, D. C.

A report, containing a summary of state school finance legislation for 44 states. The report shows that there has been increased state support for the schools in 1939. Twelve states made notable increases. In some states, the schools benefited because income taxes were extended to include federal employees. In one state, Oregon, a portion of the income-tax proceeds will be used to reduce school district property taxes.

Functions of the Township School Treasurer in Illinois

By Herbert B. Mulford. Paper, 7 pages. Published by the author, at Wilmette, Ill.

This paper seeks to bring before the school authorities of Illinois some of the situations in the practices of school business and in the office of the treasurer. It is in reality a preliminary study to a more complete undertaking to be carried out concerning the classification of townships of varying sizes and activities throughout the state. It touches upon the duties of the township treasurer, his functions, financial responsibilities, the receipt and distribution of state aid, the uncovering of unbusinesslike procedures. Some consideration is given to the need for a rewriting of the school law to establish one functioning state system of education and to provide for safety and fiscal efficiency.



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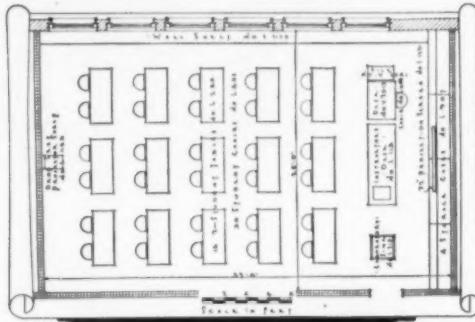
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**New Books****Plane Geometry**

By Howard Kingsbury and R. P. Wallace. Cloth, xii-484 pages. Price, \$1.68. The Bruce Publishing Company, Milwaukee, Wis.

This book offers a standard course in plane geometry and organizes the five books of the subject into 20 units. The latter are closely integrated in subject matter so that the teacher may effectively organize his work and the pupil may summarize and consolidate at frequent intervals what he has learned. The special value of this arrangement permits of reviews and of re-teaching so that no student need be lost in the course of his study.

The book contains a wide variety of exercises and practical applications. To save time for the teacher, reviews and new-type tests have been frequently introduced. Suggestions for the development of the mathematical vocabulary and projects for bright students complete each of the units.

Heating, Ventilating, Air Conditioning Code for 1941

Cloth, xxiii-1120-96 pages. Price, \$5. American Society of Heating and Ventilating Engineers, New York, N. Y.

This work rightfully constitutes the Bible of heating and ventilating engineers and of contractors and purchasers of air-conditioning systems and apparatus. The present edition has been widely revised and rearranged. The technical section has been organized in seven divisions, embracing the broad field of heating, cooling, and otherwise conditioning the air in enclosed spaces. Such new applications of the art, the treatment of air in buses, automobiles, ships, and airplanes, have been added. Twenty-one chapters of the 1940 edition have been revised or extensively rewritten. An entirely

new chapter on thermodynamics of air and water mixtures has been provided as the basis for the scientific and practical work. Numerous tabulations have been revised according to the latest data developed in the A.S.H.V.E. Research Laboratory. The data on solar heat transmission through walls, roofs, and glass bricks have been revised from the standpoint of the effect on the cooling load of ventilating systems. Much new information has been added on air-duct design, sound control, etc.

More valuable than ever is the catalog data section which brings together condensed catalog information from the leading manufacturers of air conditioners, fans and central fan systems, unit ventilators, temperature and humidity control systems, and a great variety of devices sold under the general head of heating specialties. The code is an indispensable tool in the office of the school-business manager and school-building superintendent.

Essentials of Algebra

First Course. By Walter W. Hart. Cloth, 439 pages. Price, \$1.28. D. C. Heath & Company, Boston, Mass.

This introductory course utilizes the splendid pedagogical devices which made the author's earlier books widely popular. Much general mathematics is included and emphasis is placed upon practical applications to industry and social life.

No Road Too Long

By Hildegard Hawthorne. Cloth, 261 pages. Longmans, Green & Company, New York, N. Y.

There was no road too long, no valley too deep, no mountain too high for such trail blazers as Kit Carson, John Frémont, and the young hero of this book, Jonathan Greenfall, who in 1841 sought fortune and a home in a far-western place called California. The fact that the author has made the story authentic in the description of men and places, and in the narration of some of the main events, makes the book more exciting and satisfying to young readers.

High School Principal's Annual Reports

By George H. Armacost. Cloth, 180 pages. Price, \$2. Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

The purpose of this doctoral study is to suggest ways and means of rendering the principal's annual report to the school board, to the superintendent, and to the community, a more effective instrument for the interpretation

of the school's service and accomplishments. The character and worth of 216 reports was determined by analysis and comparison. The recommendations lift out of a vast mass of practice a series of usable techniques for (a) presenting findings, (b) setting up sequence in succeeding years, (c) integrating a school's report with the general report of the superintendent and the board, and (d) evaluating a report.

The Report of a Survey of the Public Schools of Pittsburgh, Pa., for 1940

Prepared by George D. Strayer, director, and N. L. Engelhardt, associate editor. Cloth, 564 pages. Published by the Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

This report, conducted by the Division of Field Studies of Teachers College, under the direction of two well-known and experienced experts, represents a complete survey of the Pittsburgh city school system. Part I deals with the curriculum and teaching; Part II is devoted to administration and organization of the schools.

The sections on the administration of the school system, on the conduct of the district's business affairs, on the building program and school plant, on the personal management policies, and on the financing of the school—all reflect keen insight into a vastly complicated series of problems. The wise recommendations for improvement and correction take into account not merely theoretically optimum practices but also those democratic and legal elements which make growth certain even though it may be slow.

Black Fire

By Covelle Newcomb. Cloth, 275 pages. Price, \$2.50. Longmans, Green & Company, New York, N. Y.

This is the story of Henri Christophe, born and raised a slave, who by his dominating and powerful personality, became king of the island of Haiti. Henri did great and wonderful things for his people, setting them free from the French, taking fear out of their lives, bringing back faith, and assuring them the right to live as human beings. But his greed for power and his overanxiety to make his people independent and fabulously wealthy, brought on revolution and ruin and led to his suicide. The story is breath taking but not inspiring.

Modern Cosmetology

By Ralph G. Harry. Cloth, 288 pages. Price, \$5. Chemical Publishing Company, Inc., New York, N. Y.

This technical work deals with the chemistry and hygiene of cosmetic and toilet preparations. While it is addressed principally to physicians and chemical manufacturers, teachers of vocational courses in beauty culture will find much valuable information on the commonly used powders, lotions, cleaning agents, etc.

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PUBLICATIONS

Kindergarten Rest Periods

By Mathew Barkley. A report to the board of education of West Milwaukee, Milwaukee, Wis.

A useful summary of the best authoritative information on rest periods. The experience of cities in the United States is summarized, indicating both the value of the rest, and suggesting the best methods of making them completely hygienic and physically as well as educationally valuable. Definite recommendations are made for making the periods contribute to resistance to colds.

Status of Teacher Retirement

Paper, 62 pages. Bulletin No. 1, January, 1941. Published by the Research Division, National Education Association, Washington, D. C.

Many teachers have expressed a fear that the extension of federal social security would mean the doom of the public school teachers retirement systems. In some states, notably New York, Ohio, and Pennsylvania the teachers have gone on record opposing social security for teachers. In two states, Colorado and Oklahoma, the teachers have asked for social security. The present bulletin offers information to both groups and its aim is to offer useful information at a critical period to teachers who are interested.

Plane Geometry

By F. Eugene Seymour and Paul James Smith. Cloth, 467 pages. Price, \$1.60. The Macmillan Company, New York, N. Y.

This complete course is planned for advanced high school classes.

Essentials of Business Mathematics

By R. Robert Rosenberg. Cloth, 373 pages. Price, \$1.20. The Gregg Publishing Company, New York, N. Y.

This type of intensive course deserves consideration for high schools from which students will enter upon any form of business or service occupation. The one-semester course is divided into 98 units, supplemented with timed drills, and a general review.

Introduction to Commercial Geography

By L. Dudley Stamp. Cloth, 247 pages. Price, \$1.20. Longmans, Green & Company, New York, N. Y.

This text, produced in Great Britain, provides a rather simple course for the study of the natural products of the earth for supplementary study. The book will provide valuable points of view not readily found in books written in the United States.

Education on the Air

Edited by Josephine H. MacLatchy. Cloth, 436 pages. Published by Ohio State University, Columbus, Ohio.

This volume, the 11th yearbook of the Institute for Education by Radio, seeks to point out the place of radio in general education, in adult education, and its use in school broadcasting. Some attention is given to a consideration of those broadcasts prepared for use in classrooms during the day. It is pointed out that a good classroom teacher can always make specific use of a broadcast planned around a general aim, and that an advantage of broadcasts with general objectives is the wide latitude allowed a teacher in employing the stimulation of ideas presented by the broadcasts for the specific needs of the pupils. Emphasis is placed on the fact that school broadcasts must help to create young Americans who can participate with increasing effectiveness in American democracy, and who will prize radio as a free medium of expression.

Correct Spelling

By A. S. Taylor, J. C. Gilman, and W. A. Boylan. Cloth, 104 pages. Price, 44 cents. Noble & Noble, Publishers, Inc., New York, N. Y.

This book follows the now familiar spelling method of dividing the school year into weeks and of programming a weekly spelling unit for each of 30 weeks. Following each three weeks' work there is an opportunity for a review, for dictionary study, and for supplementary word study. The contents are based on Betts' *Spelling Vocabulary Study*, and the year's work is summarized in a final review. An illustrated dictionary is a feature of the book.

All Through the Day

By W. W. Charters, D. F. Smiley, and Ruth M. Etrang. Cloth, xiv-178 pages. The Macmillan Company, New York, N. Y.

This health reader for the first grade seeks to provide information and activities of positive interest to children. The emphasis is constantly on the happy values of good health and of hygienic practices. The pictures which set a new standard for integration with the text are all especially posed photographs showing children engaged in healthful activities. The mental hygienic aspects of health are emphasized through frequent reference to working, studying, and playing wholeheartedly and cheerfully.

Data on Visual Sensation and Perception Tests

Part III, Stereopsis. By Emmett A. Betts and Arthur W. Ayers. Paper, 37 pages. Published by the Keystone View Company, Meadville, Pa.

This is Part III of a series of publications on school tests of visual sensation and perception. It seeks (1) to determine the reliability of findings on three screening tests of stereopsis; (2) to examine the interrelationships

of the three tests; (3) to establish tables of expected; (4) to determine the reliability of findings by examiners with varying backgrounds of experience; and (5) to examine data based on findings taken at three settings of the slide holder on the telebinocular.

A Handbook on the Anecdotal Behavior Journal

By L. L. Jarvie and Mark Ellingson. Cloth, 67 pages. Price, \$1.25. The University of Chicago Press, Chicago, Ill.

This manual interprets a method of utilizing a running account of daily behavior in gathering information for the understanding of students and their problems. The technique is the result of eight years of practical experimentation. The weaknesses and strengths of a student are consolidated to show that he is improving, that he is maintaining his position, or that he is deteriorating. The authors have here made a substantial contribution to the field of personal betterment by a careful program of records as they function in a going educational program. Numerous leads are provided for those teachers who are seriously concerned with the personal development of students on a front much broader than academic achievement.

Personnel Responsible for Supervision of Instruction

Paper, 25 pages. Bulletin No. 11, December, 1940, of the Research Division of the National Education Association, Washington, D. C.

While prevailing practice in the organization of supervision is far from uniform, certain essential functions are being performed in most school systems. These major functions may be classified as (1) appraisal of the total local learning situation, (2) technical service to teachers in the form of instructional aids, (3) research for curriculum construction and revision, (4) professional leadership.

The study includes reports from 199 school systems in cities over 30,000 population and 63 systems in cities below 30,000 population. It indicated that responsibility for most of the direct supervision continues to lie with the building principals and special supervisors, although there has been an increase in the number of supervisors.

Why Teacher Tenure?

Prepared by the tenure committee of the Oklahoma City Classroom Teachers' Association. Paper, 40 pages. Published by the Association, at Oklahoma City, Okla.

A practical booklet on tenure for members of the Oklahoma City teaching staff. It should prove of tremendous value to committees and others working for needed legislation.



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(Concluded from page 32)

gence tests also have a small place in the supervision of instruction. They enable a teacher and supervisor to better interpret the results of achievement tests. Intelligence tests can be used as devices in diagnosing, but they are less useful than achievement tests. The school administrator more than the supervisor of instruction has use for intelligence tests.

Highly trained but little experienced supervisors of instruction most especially need to rely upon standardized tests as a device in diagnosing. It is hard for such persons to diagnose by any other device. The more sympathetic and scientific insight the supervisor has into the teaching process, however, the less necessary standardized tests become. Experience is a great teacher of the supervisor.

Supervisors of instruction should beware lest teachers misunderstand the motive of standardized testing and therefore resent the testing program. The supervisor should be careful in using tests. He should not keep the teachers in tension for fear of another survey. Standardized tests are devices in diagnosing, and they should be applied with the same sympathy as any other supervisory procedure.

VI. Cumulative Records

Cumulative records serve a supervisor of instruction much in the same manner

that tests do. They show what progress has been made, and perhaps they show also what caused the progress, or retarded it. Such records should contain data concerning individual pupils and groups of pupils, and also concerning individual teachers and groups of teachers.

VII. Teacher Improvement Sheets

Every supervisor needs some device to keep his observation from being purely personal and obsessed by hobbies. The best device to keep a supervisor circumspect in his observation is a battery of teacher-improvement sheets.

A teacher-improvement sheet is an analytical, detailed, and exhaustive list of items of excellence which are requisite for successful teaching. If a supervisor reviews such a list before making a classroom observation, he will become alert to the presence or absence of many more items of excellence than if he enters the classroom just like the bear went over the mountain — to see what he could see.

The teacher-improvement sheets necessary for a general supervisor's complete battery will consist of one in personality traits known to be requisite for success of teachers at each level of school organization which the supervisor supervises, one in the general technique of teaching at each level, one in the general technique of classroom management at each level, and one in the special technique of teaching and classroom management of each school subject

at each level. The personality and general technique improvement sheets should be reviewed periodically by the supervisor to keep his horizon of observation broad. Then before each classroom visit the general supervisor should review the special technique-improvement sheet appropriate for the particular situation. It might be well, also, for him to review the same again after retiring from the classroom and before completing his observation notes.

VIII. Observation Notes

Without going into the arguments for and against a supervisor's taking notes at the time of his classroom observations, it will be assumed that notes will be taken. In fact, they must be if supervision is to be scientific. Since the purpose of classroom observation is diagnosis, the observation notes taken should contribute to detailed analysis. Aimless, rambling, incoherent notes will not serve the purpose.

The principal single suggestion that can be made relative to observation notes is that they be kept on a two-column form, one column for a record of the steps in the executed lesson plan of the class observed, and the other for positive or negative criticisms or other comments about the steps of procedure recorded in the first column. The comments will be coupled with the record of activities, and thereby will be systematized as they are written. Notes kept in this form will enable a supervisor at any future time to review the procedure observed and his criticisms of each step. They will make diagnosis simpler.

Not all the devices for diagnostic observation discussed here will be used in a single observation. They cannot be. It would be a shallow supervisor indeed who employed all he knew in an hour. One need not, even if he could, use his whole bag of tricks at once. By knowing all the tricks of the trade, however, and knowing what he is looking for in each observation, a wise supervisor will know which devices to employ.



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GOOD WILL AT GRADUATION

(Concluded from page 49)

getful saves face and reputation for all of us and for all of our schools.

"6. Graduation period is particularly a time for parents, relatives, and intimate friends. Their interest in the schools of our city always grows out of their interest in some pupil in the schools. We must never forget this. Their interest must be appreciated, encouraged, and served. This is as important as teaching school, for it conditions attitudes and cooperation for our advantage or disadvantage.

"7. Forms, notices, directions, and suggestions given to pupils for parents, for pupils themselves, and for others must be so clearly stated, so well executed, and so void of errors and mistakes that misunderstanding and unkind comments cannot be forthcoming.

"8. We must remember that, after all, nobody understands the paraphernalia of school machinery quite as well as we do. In fact many of us in school even fail to have a clear understanding of our school machinery and so, therefore, it is unforgivable for us to treat as an evidence of dumbness the inquiry, request, or question of any parent or patron concerning report cards, transcripts, transfers, scholarship society records, honors, or guidance reports. Patience, simple explanation, and considerateness will rectify and make ill feeling impossible.

"9. Magnifying incidents, such as overdue books, turning in textbooks, unpaid library fines, failure to turn in keys, disregard of notices concerning laboratory, gymnasium, or other class materials, creates much ill will. In this suggestion we do not mean that there

should be a slackening of discipline or that carelessness on our part should meet carelessness on the pupil's part, but we do mean that the performance of these assignments of responsibility should be attained so as to obviate bitter outcomes. We must be as patient with others as we hope they would be with us.

"10. The manner of reception, the tone of voice, the personality of the person met at the school bear positively and constructively on good outcomes. Sixty per cent of the parents whose children will graduate this June will have no further contact with the school system. Parents must have pleasant, appreciative, and kindly recollections of their contacts with our schools.

"11. Our policy of avoiding too much emphasis on "what the well-dressed graduate will wear" is a good policy and any emphasis which will stress modesty, simplicity, and the lack of necessity for heavy expenditures in any and all school matters will be extremely desirable.

"12. We, as administrators, cannot delegate to others any assignments for the performance of which we are not willing to take full responsibility ourselves. Even if a mistake or error occurs, matters are not excusable until rectified to the very best of our ability."

REWARDS THAT DEFEAT THEMSELVES

(Concluded from page 53)

shown as returning more than they cost. Indeed, for all causes the actual costs far outrun the cash return. This is self-evident if the matter of pupil attitudes alone is considered. The reimbursement of money cannot outweigh

an influence which these rewards exert on pupil attitudes. Moreover, parental attitudes are of great importance—not only as they influence the child's attendance, but also as they are the attitudes of the school's patrons—patrons who are solicited through taxation to support the schools.

Now if this method of awarding pupils is undesirable, we are faced with the necessity of finding other means of stimulating pupil cooperation. I would not suggest an alternate reward. Medals and pins soon lose their appeal; home-room or class banners or plaques likewise become commonplace. Individual rewards in the form of pins, keys, or miniature school letters are among the more effective rewards, but they involve a cash outlay.

Why is it that we admit rewards are essential? One phase of education and undoubtedly one of the more important phases is the instillation of a spirit of cooperation. Certainly perfect days of attendance, prompt payment of fees, participation in projects to augment the general fund are excellent opportunities to cultivate pupil cooperation. If we find that the desired cooperation is not so wholehearted as we might wish, is this sufficient cause for putting the enterprise on a reward basis, or is it merely additional opportunity for further teaching of the need for and benefits of a cooperative attitude? I for one favor the latter.

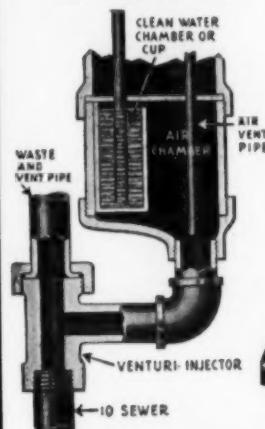
• MR. HAROLD D. SHAW, a member of the school board at San Bernardino, Calif., died suddenly on February 4. Mr. Shaw had been a member of the board since 1933 and was completing his second four-year term.

• MR. LAWRENCE GRIESINGER has been named to the position of secretary of the school board at Bellevue, Ky. He succeeds Robert Lind, resigned.

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THE SCHOOL PHYSICIAN IN THE PUBLIC HEALTH PROGRAM

(Concluded from page 52)

children. Rapid, superficial inspection of children has given us statistics on dubious defects. Most school health workers now believe that this has not been the correct emphasis in the school health program. In fact, some public health workers, on this basis of past performance, are skeptical of the value of school health work. There should be no doubt about its value. If public health means public education, the school medical examination is a golden opportunity.

Therefore, the school physician need no longer be thought of as a medical inspector. He is a medical adviser. He is concerned with learning how the child is functioning in the school. To learn this he makes use of the teacher's knowledge of her pupils and the nurse's information of the children. He advises the school authorities as well as the parent of the significance of his findings. His medical examination can be made a demonstration of a health examination by exploiting all the educational opportunities that it possesses. A friendly reception of the parent; kindness in the examination of the child; an interview by the physician with the parent to elicit history, answer her questions, and to plan for necessary medical attention; exchange of health information with the teacher—all are necessary to make the examination a teaching experience. This is the unique contribution of the school physician in the public health program.

ADMINISTERING THE PUBLIC USE OF SCHOOL BUILDINGS

(Concluded from page 29)

will lead to a strong possibility of the development of an undesirable situation. In such a situation, individual board members may be constantly bothered by applicants and attempts may be made, upon the parts of certain individuals and groups, to bring pressure to bear on individual members so that special favors and fee reductions may be obtained. It is a wise board that formulates a clear-cut building-rental and usage policy, places the responsibility for the administration of its details with the superintendent, and then refuses to bother with matters in connection with such requests unless they are of such an unusual nature that the superintendent does not feel that he can make a decision without the advice and direction of his board.

In communities where a clear-cut procedure has not been in force, the initiation of a definite policy will lead to resentment and criticism from some individuals and groups that will feel that their "rights" to have the schools as they want them have been interfered with. If the policy, as finally agreed upon and adopted, is sound, however, such resentment and criticism will seldom come from responsible groups after they have had the setup explained to them and are in a position to realize that the procedure is businesslike, fair, and designed to serve the best interests of all involved. After such a procedure has been

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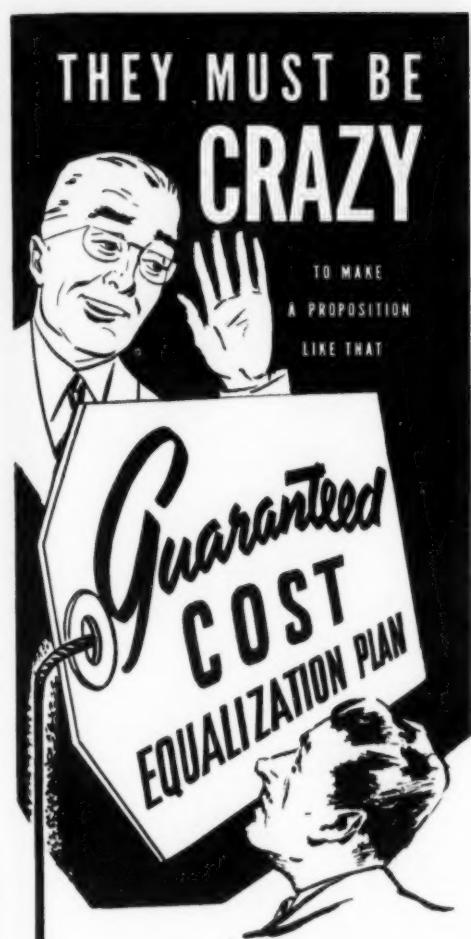
Wilmington

Delaware

in effect for a time and has become recognized as being fair, it will seldom be subjected to change because of pressure from "outside groups," unless such changes are obviously, upon their suggestion, recognized by all as being constructive and essential.

NEWS OF SCHOOL OFFICIALS

- Mr. WALTER W. EVANS has been elected chairman of the school board at Fulton, Ky.
- Mr. FRANK WILSON has been elected chairman of the school board at Athol, Mass.
- The school board at Bordentown, N. J., has re-elected DR. ROBERT E. SIEVERS as president; RUE PARKER, Sr., as vice-president; and HAROLD BECHTEL as secretary.
- The school board at Billerica, Mass., has elected EDWARD COUSINS as chairman; HENRY COLLINS as vice-chairman; and JOHN T. CONDON as secretary.
- Mr. WILLIAM MISSBACH has been re-elected president of the school board at Clifton, N. J.
- Mr. E. H. DOWNEY, secretary of the school board at Anderson, Ind., passed away suddenly on February 21.
- Mr. W. J. PRESCOTT has been elected business manager of the board of education at Memphis, Tenn. He will be paid a salary of \$6,000 a year. Mr. Prescott was re-elected president of the board in January.
- Mr. CHARLES P. KIMBAL has been re-elected president of the school board at Nantucket, Mass.
- Mr. MAX FINEGOLD has been elected president of the school board at Freehold, N. J. SIDNEY J. CARTER has been named vice-president, and IRA C. TILTON has been re-elected district clerk.
- Mr. EDWIN T. MCNAUGHTON has been elected president of the board of education at Roselle Park, N. J.
- Mr. JOHN ROSEMA has been elected president of the school board at Hawthorne, N. J.
- The board of education at Maumee, Ohio, has reorganized with the election of A. G. MAXWELL as president; A. F. FILES as vice-president; and H. A. RHINNHALT as clerk-treasurer. The other members of the board are C. C. BIGELOW, F. M. POWELL, and DR. OWEN RAKESTRAW.
- The school board of Carlisle, Mass., has reorganized with the election of GEORGE E. DUTTON as president, and MRS. HARRIET B. PATCH as secretary.
- The school board at Bernardsville, N. J., has re-organized with the election of MICHAEL NERVINE as president, and ARTHUR A. PALMER as vice-president.



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Let our representative tell you more about this new GUARANTEED COST EQUALIZATION PLAN next time he calls . . . or if you want full details immediately, write us. You'll find this the safest, surest proposition you've ever made. There is no obligation.

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INDOCTRINATION AND PROPAGANDA IN AMERICAN SCHOOLS

(Concluded from page 18)

or not the teacher should or should not have complete academic freedom. To this problem we might devote many pages if space and time permitted. We shall, however, have to dispose of it briefly by merely directing thought in certain directions. In connection with this we must think in terms of levels of education such as the elementary school, the secondary school, higher education; of the teacher's qualification — his scholarship, his professional sense, and his teaching power, etc.; whether or not the learners are compelled to take the courses taught or may freely elect or reject; the constituency to be served; the climate of public opinion; the need and desirability of dispensing certain truths and facts; the effect the dispensing of certain truths and facts will have; the maturity and achievement of the learner; etc.

In conclusion, then, teaching how to think, what to think, indoctrination, propaganda, and freedom of teaching cannot be disposed of dogmatically on an all-or-none basis. There are many extenuating conditions and common sense and discretion need at all times to be exercised. Finally, the teaching which only arouses trouble will be of no value, and to teach even the most valuable and sacred truths in such a way as to build logic-tight mental compartments is pernicious. Moreover, to dispense facts alone, expecting learners to come to valuable conclusions only on the basis of studying facts, is to expect the child to be able to short-circuit progress in such a way as to be able to do in a brief span of time what it has taken the race millions of years to achieve. Much discussion of this problem, because of loose and extravagant statements, has added to confusion more than to clarity. Let us say what we mean and do what we say!

OUR SCHOOL BOARD IS GOING TO MEET TONIGHT

(Concluded from page 45)

After the papers and forms are polished, they are ready for mimeographing, assembling into booklets, and then mailing.

That leaves two or three days for the superintendent to make his written reports on the state of the school system — about attendance, educational progress, problems, proposals for bettering the service, etc. This report is not sent to the members but is made orally to the board in connection with other reports. A copy of it is filed with the clerk, also a copy is filed in the superintendent's office.

Yes, our school board is going to meet tonight, and we think we are ready. We know it is a big event. We really feel that every board meeting is a *special* meeting, more important than any meeting we ever attend.

And the members of the board are ready, too; for they have in their possession essential information about what has transpired in the previous meeting and what they may expect in the meeting tonight.

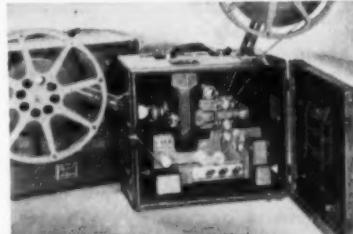
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After The Meeting

COMPENSATION

Just before the present war a young man came into my office. He was topped with a high silk hat, wore spats, carried a cane, and sported a foreign looking mustache. He was very dignified in every respect except for the trace of a smile about his lips.

He said: "You don't know me, do you, sir?"

I said: "Yes, I do. You're John Smith. What are you doing here?"

He said: "I stopped off between trains just to see you and thank you for everything you have done for me. I am now an attaché for the United States government in Berlin, Germany, and am home on a short furlough. I am now on my way back to Germany."

As I remember it, I had done very little for him. He had been a member of my American history class in my early teaching days. I was, however, instrumental in helping him get a scholarship to Whitman College. Now, he was in Berlin and thanking me for it.

Being a superintendent certainly has some compensations.

* * *

Another incident, however, suggests another sort of compensation.

A small boy was standing on the playground of the elementary school I was visiting for the day. I engaged him in conversation by saying: "Sonny, what do you plan to be when you grow up?"

"Aw," he answered. "I'm going to become a superintendent of schools."

I felt quite pleased at being complimented this way; so I said: "That's fine! And why do you want to be a superintendent of schools?"

"Gee!" he said, "because they don't have to do anything."

— Hal Adams

He Was Allergic

A Southern educator once addressed a rural school group on a health topic. A boy in the front row very much annoyed the genial speaker by frequent and unrestrained sneezing, and led him to speak eloquently of the dangers of colds and of failing to use a handkerchief when sneezing.

After the speech Mr. Blank spoke kindly to the boy and asked the cause of the sneezing.

"Naw, Mr. Blank," said the boy, "I haven't got a cold. I'm just allergic to bolony!"

Defined

Teacher: What's the technical name for snoring?

Gob: Sheet music.—U. S. S. Tennessee Tar.



Shrewd

"Now if I drop a silver coin in this bubbling acid," said the chemistry professor, "will it dissolve?"

"No, sir."

"No? Then perhaps you will explain why not."

"Well, if it would dissolve you wouldn't put it in, sir." — Minneapolis Journal.

School Buyers' News

New B-L Catalog of Balopticons

The Bausch & Lomb Company, Rochester, N.Y., has announced its new Catalog E-11, containing 24 pages devoted to a complete line of balopticons and accessories.

In addition to a description and photograph, for each balopticon, there is a list of specifications governing the bodies, the illuminants, projection lenses and condensing lenses.

Complete information is available to any school authority upon request.

Lund Key System

The Lund Equipment Company, Cleveland, Ohio, has announced a new, low-priced wall-type key cabinet, which is suitable for use in schools and educational institutions. The key cabinet permits unlimited expansion of the key system and the cost is below that of metal key panels.

The new key cabinet is made of heavy metal furniture steel, with welded construction; the backs are punched for hanging on the wall; the doors are equipped with sturdy hinges and attachments for padlock; each panel has 100 hooks, all made of 20-gauge steel, reinforced; the cabinets are finished in olive-green baked-on enamel.

This firm also manufactures a complete line of floor, wall, and drawer-type key cabinets, as well as key-control accessories. A copy of Catalog No. 15 will be sent to any school official who will write to the firm, care Department ASBJ, 3395 Lownesdale Rd., Cleveland, Ohio.

Issue Book of Wood Laboratory Furniture

The Keweenaw Mfg. Company, Adrian, Mich., has issued the twenty-fourth edition of its Book of Wood Laboratory Furniture, containing 188 pages devoted to the firm's complete line of physics, biology, and chemistry furniture, adjustable stools and chairs, laboratory table tops, and specialized laboratory appliances and equipment.

The firm maintains complete engineering and drafting departments for the purpose of developing and engineering floor plan layouts of proposed laboratory, home economics, and industrial furniture of wood and metal construction. The services of specialists are available without cost, and they are equipped to recommend floor-plan layout.

Complete information and prices are available upon request.

New Prang Stopper-Dropper

The American Crayon Company, Sandusky, Ohio, in connection with its new product, Prang extradense black drawing ink, has announced a unique new stopper-dropper. The dropper makes it possible to fill ruling pens instantly, and the device can also be used as an applicator for large areas. The dropper is so shaped that every drop of ink in the bottle may be used. The drawing ink, which is

waterproof and permanent, comes in 13 colors, and may be used with pens, ruling pens, brush, or air brush.

Milton Bradley Promotions

The board of directors of the Milton Bradley Company, Springfield, Mass., has announced important changes in its personnel. Mr. Robert N. Ingersoll, formerly vice-president and general manager, has been made president, but continues in the office of manager. Mr. Roy Davey, who was general sales manager, has been named

to succeed Mr. Ingersoll as vice-president. He will continue as sales manager.

Announce New RCA Microphone

A new aeropressure microphone, provided with a "paracoustic" reflector baffle attachment, has been announced by the RCA Mfg. Company, Camden, N. J. This microphone which is ideal for all types of public-address uses, in both indoor and outdoor locations, is characterized by outstanding modern design and unusual ruggedness of construction. It is well suited for indoor use, especially under conditions demanding low cost and ability to withstand rough usage. The frequency response covers the full usable audible range, 60 to 10,000 cycles, with exceptionally high sensitivity.

The microphone is available in both low impedance (250 ohms) and high impedance (40,000 ohms) and is equipped with a 30-ft. cable. Complete information is available upon request.

Announce New Lyon Steel Stools

The Lyon Metal Products Company, Inc., of Aurora, Ill., has announced a new line of steel stools, including 112 models, which are of non-breakable construction and represent a wide range of heights and accessory equipment.



New Lyon Stool

The new line which includes seven heights, from 18 to 30 inches in multiples of two inches, is built around an all-welded basic stool, with steel seat and dome-shaped feet. Among the special features are a brace footrest, round edge, tapered legs, and interchangeable accessories.

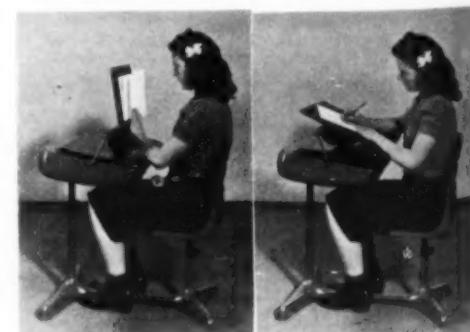
The line offers a wide range of heights and accessory equipment which make the stools suitable for all industrial and commercial uses. The steel construction and durable baked-enamel

finish insure long life and good appearance. Special standard colors are available at a very small extra cost.

Complete information and prices are available.

Better Sight Desks

The American Seating Company has recently announced a valuable accessory board for use with the American Universal desk. The accessory is a reading rest which may be adjusted for use in reading, writing, and drawing activities where pupils are suffering from extreme myopia. The desk, without the device, is especially suited for normal pupils and for children with limited visual troubles.

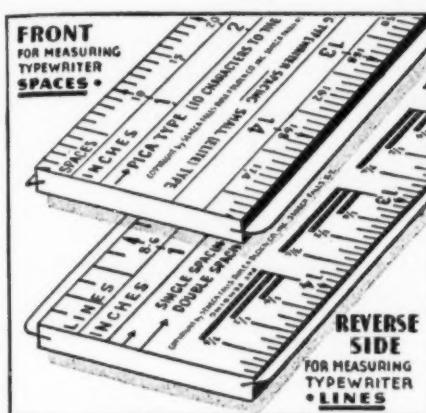


New Reading and Writing Rest for American Universal Desk

BUYERS' NEWS

The Seneca "Secretary"

The Seneca "Secretary," a new ruler for saving the time of office workers, has been announced by the Seneca Falls Rule & Block Company, of Seneca Falls, N. Y. This new ruler is arranged to count the number of lines of typing that will fit a given space and to show the number of characters that will go into a given line.



The Seneca "Secretary" Ruler

The Seneca "Secretary" is also an official ruler for general purposes. It has the regular scale in inches. One edge is of transparent celluloid, which permits a double rule without moving the ruler. The other edge is of brass for paper cutting.

Complete information about this efficient office tool may be obtained by writing to the Seneca Falls Rule & Block Company, Inc., Seneca Falls, N. Y.

BUILDING NEWS

♦ Corpus Christi, Tex. The school board has received bids for the construction of the new junior college building, to cost \$200,000.

SCHOOL BOARD JOURNAL

♦ Kingman, Kans. The school board has begun preliminary plans for a new high school building, to cost approximately \$150,000.

♦ Miami, Fla. The board of education has started work on the new elementary school on North Beach to be erected at a cost of \$125,000. August Geiger is the architect.

♦ Missoula, Mont. Revised plans have been prepared for the construction of an addition to the high school, to cost \$265,000.

♦ Fulton, Ky. The school board has started plans for a proposed school-building program to replace the present Carr Institute with a modern building. The approximate cost of the building will be \$100,000.

SCHOOL-BUILDING CONSTRUCTION

In 37 states east of the Rockies, Dodge reports contracts let during February, for 243 educational and science buildings. The contract cost of these buildings was \$7,860,000.

In 11 states west of the Rockies, contracts were let for 23 school buildings, to cost \$911,150. A total of 28 projects, to cost an estimated \$1,788,500, were reported in earlier stages of development.

SCHOOL BONDS

During the month of February, 1941, school bonds in the sum of \$4,493,350 were sold. The average interest rate was 2.43 per cent.

Construction and Equipment Details of Boone, Iowa, Schools
(See pages 33-35)

The Garfield, Lincoln, Bryant, and Lowell schools at Boone, Iowa, illustrated and described in this issue of the JOURNAL, are built and equipped with standard materials as follows:

Exterior, brick and Bedford stone.

Roof insulation, Celotex.

Corridor floors and stair treads, terrazzo.

Classroom floors, maple; kindergarten floors, Armstrong asphalt tile.

Windows, Fenestra, Detroit Steel Products Company.

Acoustical materials, Nu-Wood Stalight, Wood Conversion Company.

Heating and Ventilation, vacuum steam system. Boilers, Kewanee steel; boilers in Garfield School, Fitzgibbon.

Temperature control, Johnson Service Company: radiation in Garfield School, Trane.

Drinking fountains, Halsey Taylor.

Flush valves, Sloan.

Blackboards, natural slate.

Lockers, Berger; in Garfield School, Lyon.

Pupils' desks, kindergarten furniture, American Seating Company.

Auditorium furniture, American Seating Company.

COMING CONVENTIONS

March 28-29. Midwestern Forum on Visual Teaching Aids, at Chicago, Ill.

April 4. Northeastern Wisconsin Education Association, at Oshkosh. Ann Giese, Ripon, secretary.

April 4-5. Western Ohio Superintendents' and Principals' Round Table, at Dayton. H. C. Hildebolt, Eaton, secretary.

April 7-9. Northwest Association of Secondary and Higher Schools, at Spokane, Wash. Paul S. Filer, Spokane, secretary.

April 9-11. Inland Empire Education Association, at Spokane, Wash. C. H. Ferguson, Spokane, secretary.

April 9-12. Eastern Commercial Teachers' Association, at Boston, Mass. R. C. Goodfellow, Newark, N. J., secretary.

April 10-12. Georgia Education Association, at Augusta. R. L. Ramsey, Atlanta, secretary.

April 11-12. Tennessee Education Association, at Nashville. A. D. Holt, Nashville, secretary.

April 16-19. Kentucky Education Association, at Louisville. W. P. King, Louisville, secretary.

April 17. Kentucky School Board Association, at Louisville. Dr. L. E. Meece, Lexington, secretary.

April 18-19. Wisconsin Association of School Administrators, at Madison. J. H. Murphy, Rice Lake, secretary.

April 18-19. Wisconsin Association of School Boards, at Madison. Mrs. Letta Bannerman, Wausau, secretary.

April 24-26. Michigan Schoolmasters' Club, at Ann Arbor. H. A. Tape, Marquette, secretary.

April 30-May 3. American Association for Health and Physical Education and Recreation, at Atlantic City, N. J. Dr. N. P. Neilson, Washington, D. C., secretary.

May 9. Ohio Association of Public School Business Officials, at Columbus. W. V. Drake, Columbus, secretary.

May 12-14. American Association for Adult Education, at West Point, N. Y. M. A. Cartwright, New York, N. Y., secretary.

May 19-22. National Congress of Parents and Teachers, at Boston, Mass. Mrs. Charles D. Center, College Park, Ga., secretary.

May 26-29. National Association of Purchasing Agents, at Chicago, Ill. Wade R. Franklin, 205 W. Wacker Drive, Chicago, Ill.

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